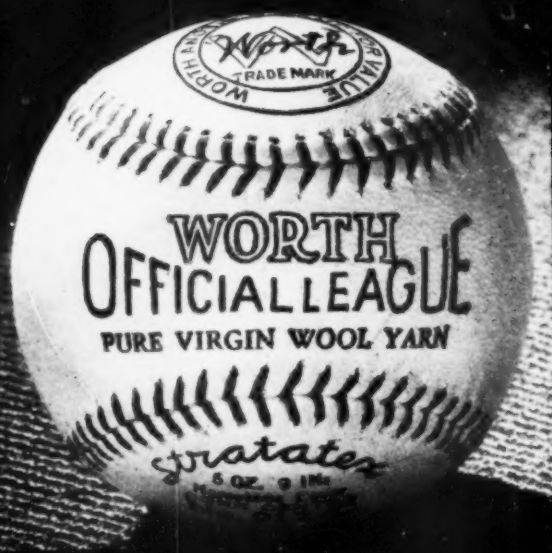




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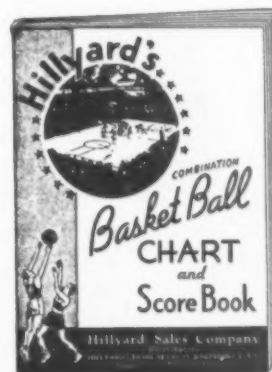


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SCHOLASTIC COACH

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SEAL-O-SAN

THE PERFECT GYM FLOOR SEAL AND FINISH

WHERE, oh where, are the woes of yesteryear? Here it is the middle of the basketball season and as yet we haven't heard a single wail from a coach in anguish. Five years ago come ground hogs' day there would have been a line 3000 miles long at the wailing wall. For East was East and West was West and everytime the twain met, the losing coach went home with a grievance and the referee with a National Guard escort.

Oddly enough, this mental conflict was a good thing for the game. Whenever the moans of the wounded became oppressive, the rules makers would lay heads together and study causes and effects. If something was wrong with the game, presto! out went an old rule and in came a new.

That is why we view the current lull with alarm. If nobody agitates, there is no need for reform. And if there is no need for reform, what will the poor rules makers do when they go into their huddle next spring? They'll either have to take up bingo or finally get around to "Phog" Allen's proposal to lift the baskets a couple of extra feet.

It seems to us the genial doctor-professor-coach of the University of Kansas has been beating the drums for 12-foot baskets since the boys came home from France. In all that time you'd think the erudite Jayhawk would have broken the rules men down through sheer persistency. But our rules committees are made of sterner stuff. They keep turning a deaf ear to Dr. Allen's exhortations for two extra feet of elevation. They will not yield an inch.

In a way it is a pity. For the 12-foot basket is a holy crusade with Dr. Allen. He will gain nothing by it. During his 26 years of coaching Kansas teams, he has had more than his share of big men; and has won many championships with and because of them. But he still thinks the game gives an unfair advantage to "mezzanine peeping toms," or players six-six and over. It hurts him to see teams with clever ball-handlers and good shots unable to prosper in this basketball business. Where they lose out, he claims, is in guarding. They simply haven't got men tall enough to thwart Brodingtonian shooters and rebound recoverers.

Here Below

That is why he wants the baskets raised from 10 to 12 feet. The way it is now, we have these seven-foot centers reaching up and dropping the ball over the rim. And dunking is not basketball, to Dr. Allen. It is silly.

Dr. Allen's sentiments—on this point, anyway—are echoed in the



East, where the conception of a western player is a fellow seven feet tall who shoots with one hand and runs like a reindeer. The average easterner has respect for the western player, but little admiration. He insists that eastern basketball is fundamentally sounder. When you mention some of the western teams' blitzkriegs in the East, Mr. Fan does not retreat an inch. Fire engine basketball and one-hand shooting have wreaked havoc in the East, he will tell you, because every western team had at least one giant to insure control of the rebounds.

The average eastern fan is provincial and proud of it. He likes to believe in the superiority of the

local brand of ball. As far as he is concerned, basketball just isn't being played west of the Hudson River. Of course the "foreigners" who come East wear uniforms and make a few gestures with the ball. But these things do not make a basketball team.

He looks down with scorn on the large number of skyscraping players they bring with them. These Gullivers on

their travels make it tough for the Lilliputians of the East. Sometimes it looks as though the only way to stop them is to tie them down with stakes and cord.

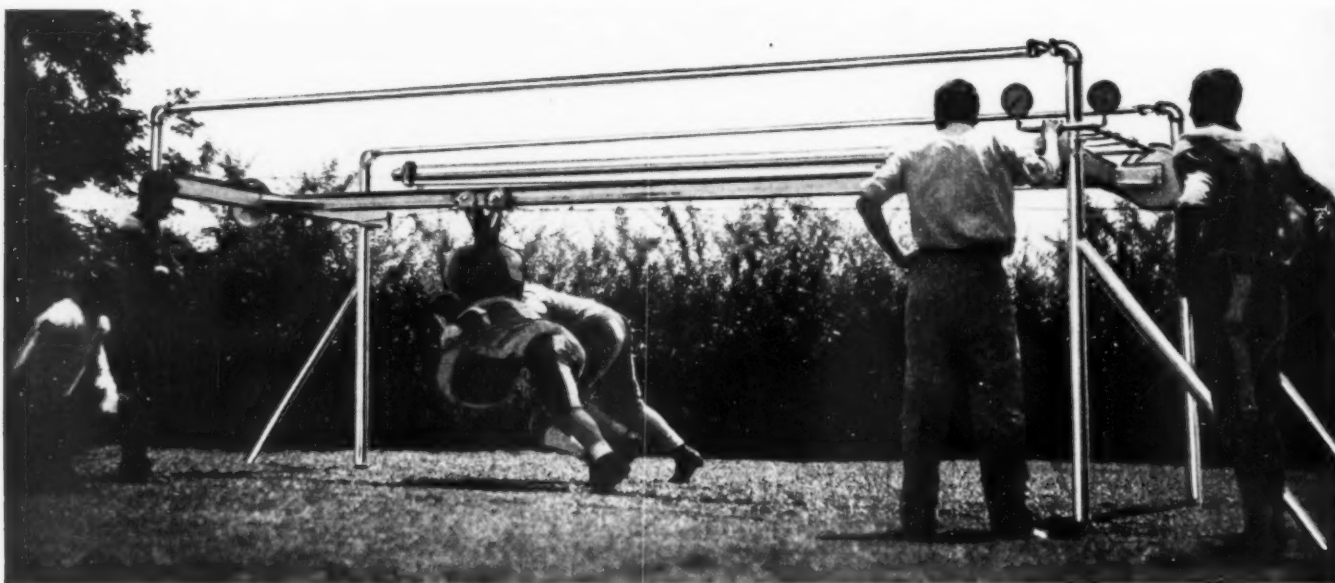
One eastern coach, Paul Mooney of Columbia University, now wants to play without backboards. Without banks, he believes, there will be few rebounds; and without rebounds, there will be less call for Gullivers. The advantages of Mr. Mooney's panacea for basketball's evils were all recounted in this department two years ago, after the Columbia coach had broached his idea in a local newspaper interview. The proposal attracted national attention only when the same interview, plus illustrations, appeared recently in the *Saturday Evening Post*. Briefly, Mr. Mooney's bright idea would:

1. Put a premium on good shooting, ending the slew of crazy, one-hand shots, most of which are banked off the boards.
2. Discourage the use of players who have nothing but height. Without rebounds, this type of player will serve little purpose.
3. Penalize a team for bad shots, because the ball will go out of bounds.

Personally, we wouldn't like to see the backboard go. We've seen it around so long, that we've grown kind of fond of the thing.

For the time being we'll string along with the backboard the way it is. But, who knows, by next year the familiar, square-jawed bank may be gone with Rhett Butler. Even now the rules committee is toying with smaller and curved shaped boards. No data are available on their experiments thus far, but by the next committee meeting the rules makers may have a brand new backboard for us. And if they do, we are willing to bet that by next season the girls will be using 'em to style their hats.

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The air compressed within the cylinder by the movement of the plunger is controlled by means of a pipe connection and valve joining both ends of the cylinder. The degree to which the valve is closed controls the force required to move the dummy. The amount of pressure caused by contact is accurately registered by the gauge.

At no time is the dummy rigidly fixed,

neither is it entirely free unless the valve is completely open. Regulation of the control valve adjusts the amount of resistance offered according to the strength of the individual player—or players—where double action is desired.

Contact is never a shock to the player because the air compresses gradually when contact occurs and builds up as the player follows thru.

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6. Develops a sense of accuracy and timing.
7. Offers conditions comparable to actual play.
8. Offers actual life-like resistance by use of pneumatic means.
9. "IT FIGHTS BACK."
10. Keeps a player off his knees.
11. Takes the drudgery out of practice.
12. Makes practice a game.
13. "CREATES COMPETITIVE SPIRIT."
14. Points out player's faults and helps to correct them.

"A TIME SAVER"

ROSE BOWL GAME REPORT

By E. C. Horrell

Schindler of U.S.C. bucking over for a touchdown against Tennessee.



With a break or two in the Southern California-University of California at Los Angeles game on December 9, E. C. "Babe" Horrell might have been sitting on one of the coach's benches in the Rose Bowl on New Year's Day instead of in the press box reporting the game for Scholastic Coach. Horrell's U.C.L.A. team held U.S.C. to a scoreless tie. But since U.C.L.A. had three ties and Southern California only two on their otherwise spotless records, the Trojans were picked to carry the standards of the Pacific Coast Conference into the Rose Bowl.

THE irresistible force (Southern California) met the immovable object (Tennessee) in the Rose Bowl on New Year's Day and to the surprise and delight of most of the 92,000 spectators toppled it over with neatness and despatch. Combining unbridled power with vicious tackling and superb kicking, the Trojans drove through the previously unbeaten, untied and unscored-on Volunteers for 18 first downs, nearly 300 yards from scrimmage and a 14 to 0 victory.

After the first few plays, there was little question as to which had the stronger team. But it was not until the last minute of the first half that S. C. finally pushed over a touchdown, scoring on a straight line plunge from the one-yard line. For their second touchdown, the Trojans marched 85 yards to the one-yard line. On fourth down, with the Tennessee defense packed tight in expectation of a buck, Schindler crossed everybody up with a lob to Krueger in the end zone.

As usual, the game was scheduled for 2:15 with most of the spectators in their seats by two o'clock. Many of the nation's keenest football "brains" were in the stands, the annual coaches' meeting in Los Angeles accounting for their presence on the Coast.

Tennessee won the toss and elected to receive. Since there was no sun or wind, there was no advantage in choice of goals. The Vols defended the south goal and dropped into a 5-2-1-2-1 receiving formation (Diag. 1). It was our understanding that the Southerners were very good at returning kickoffs. But the Trojans were on their toes and covered their kicks well. Phil Gaspar of the Trojans kicked off to the five-yard line, where Cafego received the ball and brought it back to the 27.

The Vols, using a balanced line (Diag. 2), shifted their backs to the right and went off tackle with Cafego carrying the ball from the tail-back spot for a one yard gain. On the second play, fullback Coffman went over S. C.'s right guard for nine yards and a first down. It was a fake reverse on which some good cross-blocking was done on the Trojan right guard. Cafego then took the ball and ran as though he were going to sweep wide to the right, but he cut back and made about five yards.

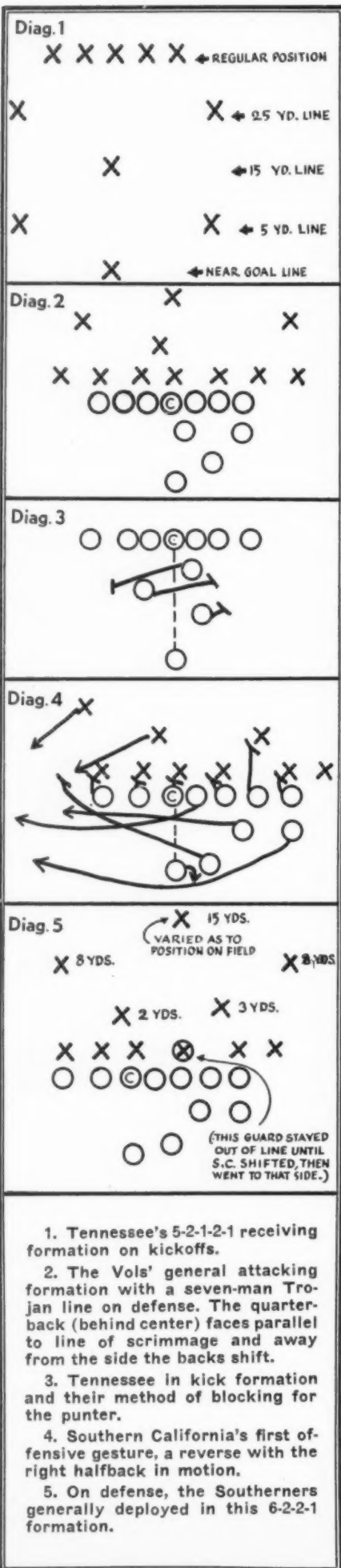
Up to this point, the Trojans had been using a 7-1-2-1 defense with a

space inside their left tackle when Tennessee shifted to the right. They now changed to a 6-2-2-1 and fared much better, stopping Coffman on the next play when Tennessee shifted left and attempted to go over S. C.'s right guard. Tennessee then went into punt formation (Diag. 3) and Foxx got off a beautiful 65-yard punt to Lansdell on the S. C. five-yard line, who returned it to his 15.

The Trojans employed a right half in motion on their first play (Diag. 4), the first time I believe they had ever done so. Robertson carried the ball and after running across the field was dumped for a one yard loss. Tennessee was deployed in a 6-2-2-1 defense (Diag. 5). Lansdell then went off tackle (Diag. 6) for a few yards and on the next play Peoples on a spinner (Diag. 7) just failed to make a first down. Lansdell punted to Cafego on the Tennessee 44.

Tennessee found the going bumpy and did a great deal of punting on first and second downs, while S. C. was able to penetrate the Vols' 30-yard line on several occasions, only to lose the ball on downs. Diags. 8, 9, 10, and 11 show some of the plays the Trojans were throwing at the invaders.

The Trojans were moving but they couldn't go all the way. Lansdell chiseled out a first down on the Vols' 44 by sweeping the end for nine yards and then going off tackle for 11 more. Peoples on a spinner



off guard picked up nine yards and Lansdell made it a first down on an off tackle play, going to the 31-yard line. Suffridge broke through on several plays and S. C. lost the ball just short of a first down on the Tennessee 22.

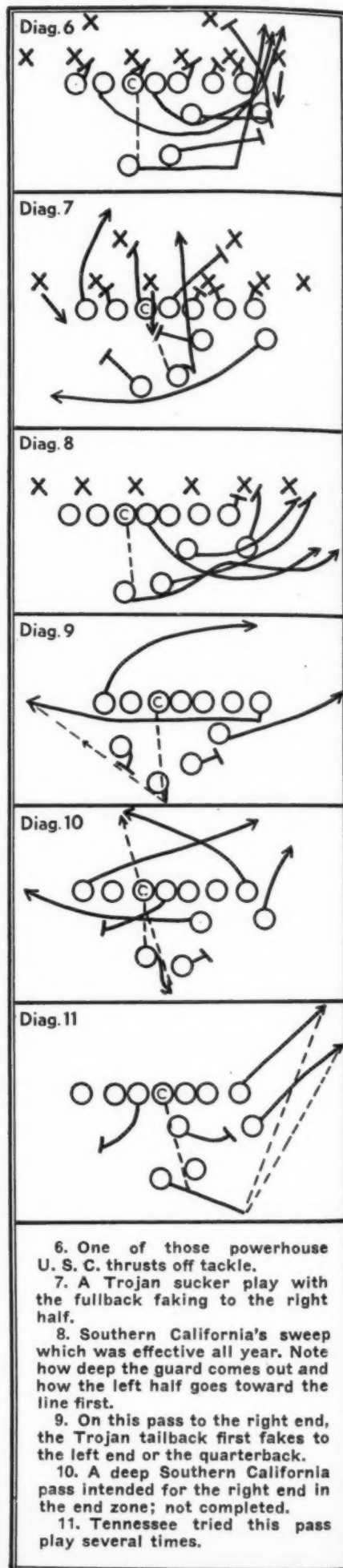
The Vols were unable to make any headway and were forced to kick, Foxx punting out of bounds on S. C.'s 29. The Trojans worked the ball up to their 41-yard line and Banta, who had replaced Peoples, punted out of bounds on Tennessee's 20. The Southerners then attempted a quick kick which was partially blocked by Phillips, and the Trojans took over on the Tennessee 34. They advanced the ball to the 26-yard line but lost it on fourth down when Nave's pass was grounded. Butler kicked the Trojans back to their 28, but a quick kick by Banta again put the ball on the Tennessee 24.

Nave received Butler's punt on S. C.'s 42 and ran it back to Tennessee's 45. The 1939 co-Rose Bowl hero unloosed a flurry of passes but they didn't click (see parts C and D of **Diag. 13**). So he punted to Butler on the 10, who returned it to his 20. Butler's 62 yard quick kick caught Nave napping and sent the Trojans back to their 17. Nave made three yards and then slipped off tackle for 17 more (**Diag. 6**). At this point Schindler replaced Nave and made five yards before punting out of bounds on the 19.

Sequence for first score

On a punt exchange the Trojans took possession on the Tennessee 47. From here they marched to their first touchdown. Banta made two yards, and Schindler seven and then six to give S. C. a first down on the 32. Schindler passed to Robertson for an 11 yard gain (**Diag. 13B**, flat pass from left formation) and another first down. The ubiquitous Schindler then ripped off 10 yards on two plays, placing the ball on the 11-yard line. A Tennessee player was caught roughing on the play and the ball was planted on the one-yard line. On the second play Schindler smashed over for a touchdown (**Diag. 14**), the first score against Tennessee in 16 games.

S. C. again kicked off to start the second half and when a Trojan was caught clipping, the Vols put the ball in play at the middle of the field. What advantage was gained was lost immediately. Tennessee attempted a pass which Lansdell batted into DeLauer's hands (a teammate), who fumbled but Lansdell recovered on the 44. Lansdell made 10 in two plays, then passed to Hoffman for nine (**Diag. 13A**).



The S. C. quarterback made nine more on an off tackle play, but the drive was nipped when Coffman intercepted a short pass on the Tennessee 29.

Despite a near sensational run by Butler midway through the third period, the Trojans kept the Vols bottled up in their own territory. Strangely enough it was not until Lansdell got off the greatest kick of the day, putting the ball out of bounds on the Tennessee one-yard line, that the Vols came to life.

Vols come to life

Butler, back in his end zone, had the nerve to pass from punt formation, completing a toss to Hust (end) for 15 yards. The long-awaited Tennessee drive was finally underway. An off-side penalty and a short dash by Butler took the ball to the 29 and fullback Newman made it a first down on the first play of the fourth period. Foxx, on a reverse, faded far back and threw a beautiful pass to Coleman, left end, for 26 additional yards. Another pass to Coleman and Newman's two yard smash placed the ball on the Trojan 27. Foxx rifled another to Cifers (right end) that moved the ball to the 20. Warren picked up two more, but on the next play Newman fumbled on a smash over tackle and the ball was recovered on the 15-yard line by Engle of the Trojans.

After that Tennessee was through. Schindler and Banta started running through the Vols' line like wild men. Schindler made nine, one and seven; then Banta drove for six on a reverse. Schindler picked up four more yards and Banta came back with 14 on the same reverse play (Diag. 15). Schindler tore through the Vols for 12 yards on three plays, and then missed fire on a pass intended for Shell (Diag. 13A, right formation). So he carried the ball again for eight yards and then passed to Engle for a first down on Tennessee's 22.

In an effort to stop this bone-crushing 85-yard march, the Vols resorted to a seven-man defensive line, something they had not used heretofore. But it was to no avail. Banta and Schindler hammered to the seven-yard line on three rushes, picking up 15 yards for a first down. Banta was stopped for no gain but Schindler picked up six yards in two tries. On fourth down, with the Tennessee line jammed tight in expectation of a buck, Schindler tossed a looping pass flat into the end zone to Krueger (Diag. 16). Gasper kicked the extra point and the fireworks were over for the day.

Game Statistics

TROJANS		VOLS
253	Yds. gained from scrimmage	91
24	Yds. lost from scrimmage	20
229	Net yds. gained (scrim.)	71
43	Yds. gained on passing	70
272	Total yds. gained	141
15	First downs from running	4
2	First downs from passing	3
1	First down from penalties	2
18	Total number first downs	9
14	Forward passes attempted	12
7	Forward passes completed	6
1	Forward passes intercepted	1
0	Yds. returned on interceps.	0
6	Forward passes incomplete	5
0	Number of lateral passes	0
8	Number of punts	11
321	Total yardage of punts	431
40.1	Average length of punts	39.2
56	Total yds. on runbacks	11
5.1	Average length of runbacks	1.4
4	Number of kickoffs	0
0	Total yds. of runbacks	31
6	Number of penalties	2
40	Yds. lost on penalties	25
1	Fumbles made	1
1	Own fumbles recovered	0
1	Opp. fumbles recovered	0

Individual Statistics

TROJANS	TCB	YG	YL	NYG	AV.
Lansdell, q	18	88	20	68	3.7
Schindler, q	19	75	0	75	4.2
Peoples, f	7	30	1	29	4.2
Banta, f	6	35	0	35	5.8
Nave, q	5	26	1	25	5.0
Robertson, rh	3	1	2	-1	-0.3
VOLUNTEERS					
Cafego, q	7	10	9	1	0.4
Butler, q	5	47	7	40	8.0
Warren, q	4	6	2	4	1.0
Newman, f	4	4	0	4	1.0
Coffman, f	3	15	0	15	5.0
Wallen, f	3	4	2	2	0.7
Foxx	1	2	0	2	2.0
Bartholomew	1	1	0	1	1.0

Legend—TCB: Times carried ball. YG: Yards gained. YL: Yards lost. NYG: Net yards gained. AV: Average.

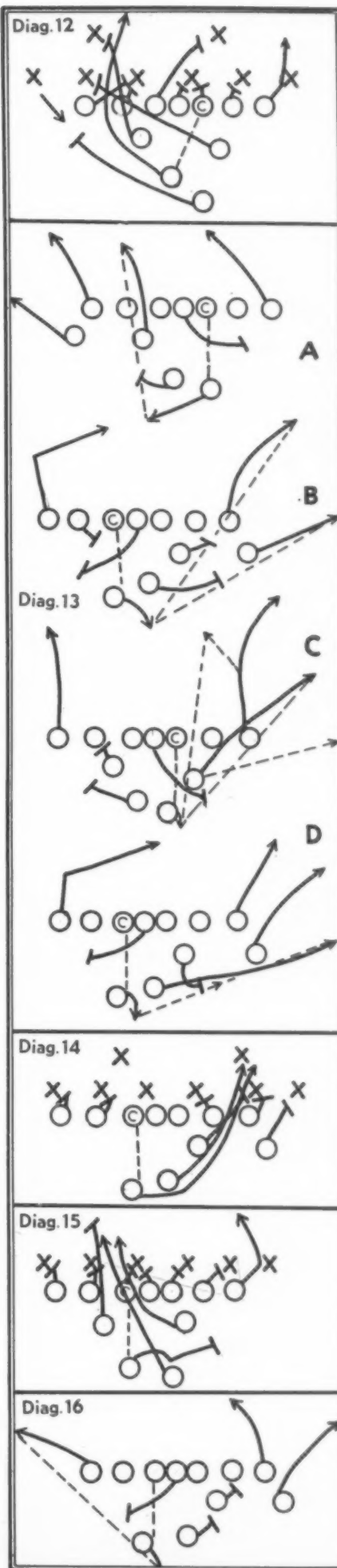
12. The Trojan off-tackle play from short punt formation to the left. The strong-side end and outside tackle double-teamed the Tennessee right guard while the right half and the tailback came across to take the defensive tackle and end, respectively.

13. Four Southern California pass plays. A is a delayed pass to the quarterback; in C, the heavy lines for the right end and right half indicate the way the play was run the first time, the dotted lines show their paths the next time the play was attempted.

14. Amby Schindler scored the first touchdown on this smash inside tackle. He followed his fullback inside a double-teaming block applied by the right end and the blocking back. The picture on page 7 shows Schindler as he bucked over the goal line.

15. Trojan blocking on this reverse was very sharp. With the exception of the center and the right guard, who double-teamed the Vols' right guard, S. C. blocking in the line was man to man.

16. The Schindler-to-Krueger pass for the second touchdown, the receiver catching the ball six yards over the goal. Southern California used this same pass to score against Duke last year.



KANSAS BASKETBALL EVALUATION STUDY

By V. W. Lapp, F. C. Allen and E. R. Elbel

An analysis of the all-round offensive ability of the six ranking varsity men

During the past two basketball seasons at the University of Kansas, Drs. V. W. Lapp, Forrest C. Allen and E. R. Elbel collaborated on an exhaustive study of the Jayhawks' offense and defense with the idea of working out a reliable system of measuring individual and team ability. In last month's Scholastic Coach, the Kansas men outlined their findings on team play. Their second, and concluding, article is devoted to their research work on individual play.

AT THE close of the season (1937-38), a letter was sent to the 16 letter men of the varsity and the 17 numeral men on the freshman squad. The boys were asked to rate the 13 varsity men on their offensive ability, taking into consideration the following points: scoring ability, ability to recover rebounds, ability to pass accurately, ability to receive passes, ability to recover jump balls, and ability to avoid held balls. The final rankings are shown in the following table:

Offensive Ability Rankings

Player	Position	Varsity's ranking	Freshmen's ranking	Coach's ranking	Scoring ability	Ball Hand. Errors	Playing Efficiency
A	g	1	1	1	1	2	1
B	f,c	3	2	2	2	7	8
C	g	2	3	3	3	3	2
D	c	4	4	4	4	4	3
E	f	6	6	7	6	12	12
F	f	5	5	5	7	5	6
G	f,g	9	9	9	9	1	5
H	f	10	12	11	5	13	7
I	f	7	8	8	8	11	9
J	f	8	7	6	10	8	10
K	g,c	12	10	10	11	6	4
L	g	11	11	12	13	9	13
M	f	13	13	13	12	10	11

Of particular interest is the similarity of the rankings that were given by the varsity, the freshmen and the coach. There are only three players over whom the disagreement is more than two units apart. All are unanimous on five players. It should be remembered that despite the apparent discrepancies between the judgment ratings and the computed ratings, the latter are built up of isolated abilities. As pointed out last month, the guards and the center have a better chance of making higher scores in ball-handling because of their positions and the style of play used at Kansas.

No attempt was made in this study to give any of the players a composite ranking, but it should be noted that player A was a guard who received prominent mention as an all-American player. In the following summary, the first six men

PLAYER ANALYSIS (1938-39)

Player	Position	Minutes Played	Scoring Ability Index	Points Scored	Pts. Per Game	Ball-Handling Error %	Efficiencies			Eval. Points per minute
							Offensive %	Defensive %	Composite %	
A	g	276	2-857	2-54	6.8	5-1.4	6-95.4	2-80.8	2-92.9	3-6
B	g	227	4-503	5-27	3.4	2-0.5	3-97.8	3-73.4	3-92.4	5-5.6
C	c	226.5	7-331	4-31	3.9	1-0.3	3-97.8	9-41.1	6-90.4	2-6.3
D	f	187.5	1-1383	1-73	9.1	7-1.8	9-93.4	4-73	5-90.6	6-5.5
E	f	150	3-759	3-47	7.8	9-1.9	8-94.3	10-37.2	9-83.4	9-4.5
F	f	140.5	6-386	6-26	3.3	4-1.1	3-97.8	8-54.1	4-90.9	7½-4.9
G	g	105	8-268	9-15	2.5	11-2.9	7-94.6	5-67.3	8-88.5	7½-4.9
H	c,f	91.5	5-426	7-20	2.9	3-0.9	1-99.0	1-82.4	1-96.4	4-5.9
I	f	67.5	9-207	8-17	4.3	9-2.4	10-90.8	11-29.2	10-74.6	10-3.1
J	g	48.5	10-81	10-6	1.5	10-2.6	11-89.6	12-26.2	11-74.1	11-2.6
K	f	33.5	12-7	11-2	.4	12-9.2	12-79.4	6-57.9	12-73.6	12-2
L	c	21.5	11-25	12-2	.5	6-1.5	5-97.5	7-55.6	7-89.7	1-7.1

* Indicates ranking.

on the squad are analyzed individually. (The statistics are based on home games only. In 1938-39, see table above, the scope of the study was broadened to include defense play.)

Player A, Guard

This player was in 9 home games for 328.5 minutes and had a player efficiency rating of 97.3%. He was the top man in almost every individual ability ranking. He earned 2098 evaluation points and 122 score points. He made 47 goals (32.6%) and 28 free throws (59.6%) and had a ball-handling error rate of 1.17%. In earning the high scorer position on the squad, he made more passes than catches. This is partly due to his willingness to cooperate and to his position as a guard. There were three men on the squad that took more shots per minute of playing time. Of them, none had as good an average of made shots.

During his long playing time, he committed only 13 personal fouls; two of his teammates with less playing time exceeded his total number of fouls and five teammates made more fouls per minute of playing time. The coach, his fellow players, the freshman squad, and the statistics were in complete agreement on his offensive ability, and listed him as the number one player on the squad.

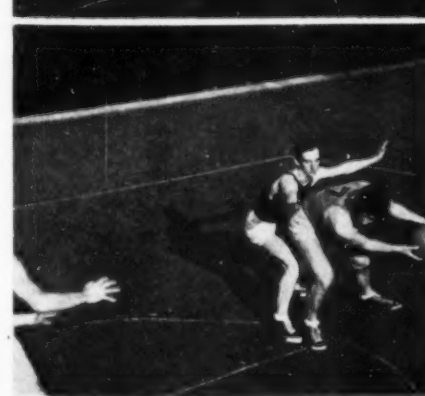
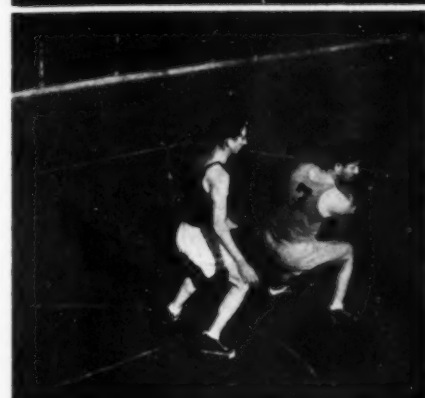
Player B, Forward and Center

From the standpoint of time, this player played more minutes (266) than any other player except player A. He was also second high scorer, earning 66 points by making 23 goals (27.1%) and 20 free throws (66.7%). On the basis of evaluation points, he was also second, earning 1307 points for a playing efficiency of 92.2%. In ball-handling errors, he rated 2.9%. Six of his teammates rated poorer in this department. However, despite his errors in ball-handling, he made more passes at the opportune time than any other individual. Even in immediate assists per minute he rated second to only one other player, and this man played only 22.5 minutes during the season.

There were four men on the squad that took more shots per minute. He was the only forward on the team to make more passes than catches who played more than 22.5 minutes. He had only 8 personal fouls and was the only player with over 200 playing minutes to commit so few fouls. He was rated third by his fellow players, and second by his coach and the freshmen players.

Player C, Guard

Player C played 263.5 minutes, earning 1300 evaluation points and 31 score points, scoring 13 goals



(33.3%) and 5 free throws (71.4%). He handled the ball on passes and catches 1004 times, rating second in this respect, and had a ball-handling error rate of 1.7%. This player took a total of 39 shots, the smallest number of shots for any of the players that had over 200 minutes of playing time. As a guard he was in position to recover rebounds off the opponent's backboard. He recovered 48 times, as compared to player A's 50 times, but on a basis of recoveries per minute of playing time he is the leader for the team.

He passed the ball 128 times more than he caught it. In the ball handling department, he has a very low percentage of errors and his playing efficiency of 96.4% makes him the number two man on the squad. His teammates rated him second on offensive ability, and his coach and the freshmen rated him third.

Player D, Center

Player D was the fourth man on the squad to play over 200 minutes with a total time of 221.5 minutes. He earned 33 score points and 1256 evaluation points, which was fourth high for the squad. He scored 14 goals (28%) and made 5 free throws (62.5%). In ball-handling errors, he had a low score of 1.9% and was one of the four men to score less than 2% errors. His all-round playing efficiency was 94.9%, which was also fourth for the squad.

As far as ball-handling was concerned, he was third in the total number of passes and catches. He

(Concluded on page 27)

Two-Hand Shovel Pass

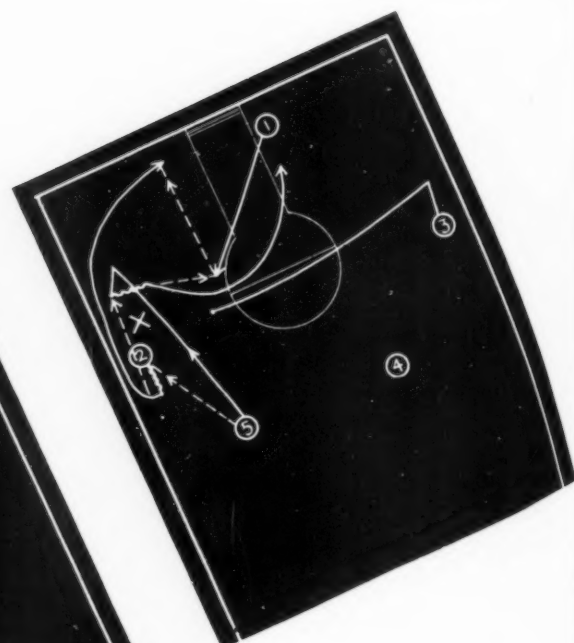
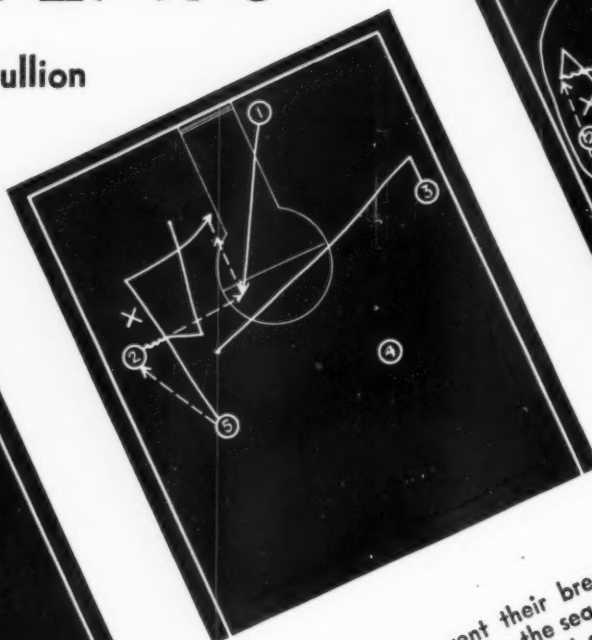
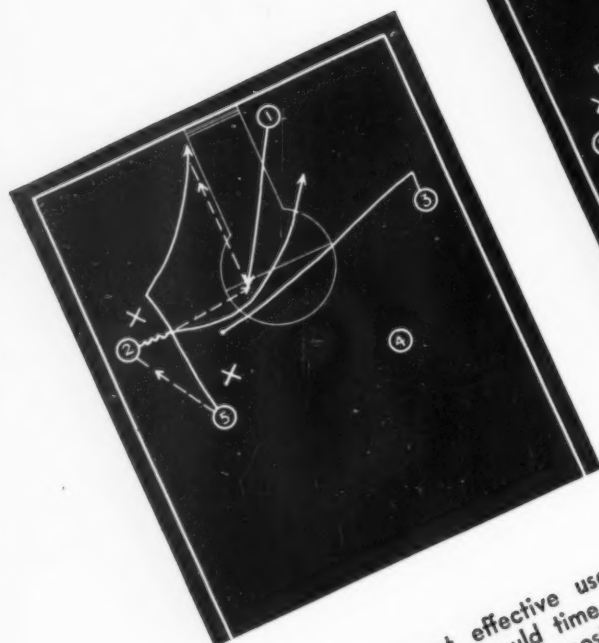
There is a pass for every play situation. The correct pass to use depends upon the position in which the player catches the ball and whether the situation calls for a fast getaway pass or a delayed pass. A split second's delay in passing may often mean the loss of an opportunity to score. The two-hand shovel pass in the accompanying pictures is becoming increasingly popular as a feeding pass, especially against a pressing guard.

In the pictures, No. 7 gives a perfect demonstration of the correct technique. Perceiving that he is getting nowhere with his dribble, he stops and pivots to the rear. As the guard closes in (fourth picture left), the ball-handler observes a teammate driving down the center. He steps forward on his left foot, a movement which is really a continuation of the pivot, and carries the ball out and back to get a good whip for the shovel pass which is to follow. He releases the ball with a low, sweeping underhand motion. The ball is swept across close to the ground and released with an upward flick of the wrists, under the arms of the guard. The ball is protected all the way by the ball-handler's body and low stance.

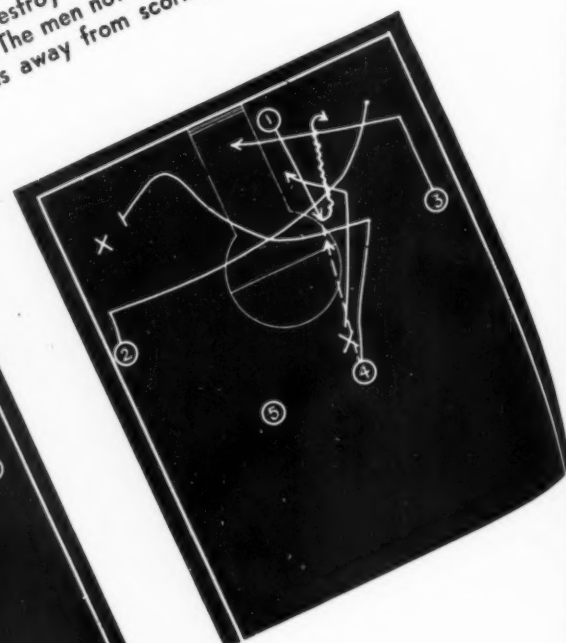
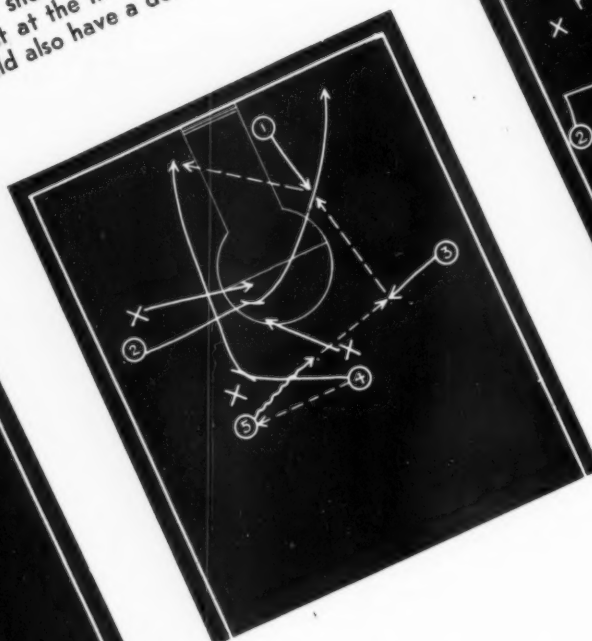


SCREEN PLAYS

By Blair Gullion



To make the most effective use of this weapon, the players should time their cuts to arrive at the post at the most propitious moment. They should also have a definite assignment in the event their breaks fail, so that they will not destroy the sequence of the pattern or setup. The men not cutting should take their guards away from scoring areas.



The Cornell basketball coach supplements his December article on the organization of a screening offense with a team sequence built around a two-out and three-in, pass-and-cut attack.

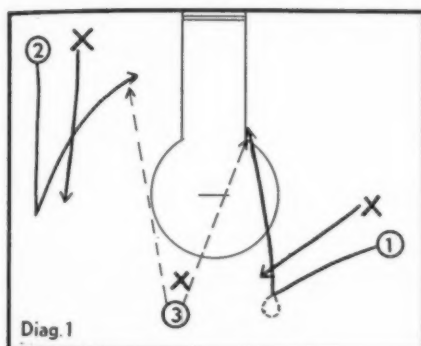
A TEAM ATTACK FOR THE GIRLS' GAME

By Viola Mitchell

A few thoroughly assimilated plays with variations are better than a greater number, only half mastered

This is the third and concluding installment of a series of three articles on girls basketball by Viola Mitchell, physical education director for women at Hanover College. In her previous articles, the author covered the fundamentals of individual offense and the techniques of individual and team defense.

A TEAM that plays basketball without a definite plan of action cannot be consistently successful. Such a team is at a disadvantage when it finds itself opposed by an aggregation with a systematized form of attack, a team whose players know what it will do next and why it will do it.



This attack may be planned according to the formula of a favorite system, or it may be based on individual exploits. But the important thing to remember is that no matter how poor the system is, it is better than none at all. If a planned offense does nothing else, it prevents the girls from becoming careless or wild in their playing.

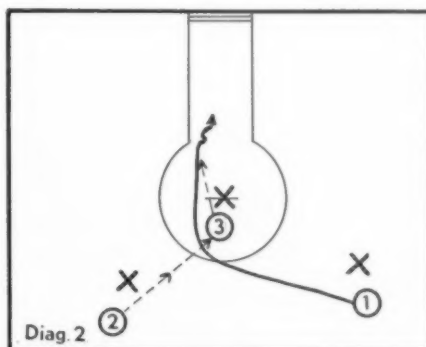
In describing team tactics, it is difficult to draw a line between team system and individual action. The sum of the players' movements make up the system, and we cannot dissociate one from the other. A properly organized attack makes the most of the individual's abilities and fits them into the general scheme of play. Thus, it is essential for the science of individual play to be thoroughly digested before the more advanced stages of the attack are taken up. The players should get a long, careful training in the fundamentals of passing, shooting, feinting and ball-handling. Only when these individual weapons have been mastered can the players do justice by the system.

The coach may then introduce a set of plays. Three or four plays are enough for the average team if the girls have been well schooled in the

fundamentals. A few plays with variations, perfectly assimilated, are better than a host of half-mastered team maneuvers. The plays should be extremely flexible as no two situations that arise are alike. When the passing and cutting lanes are too definitely fixed, one unorthodox guard may throw the whole play off key.

It is therefore the conviction of the writer that the average girls' coach, whose team confines itself to intramural games, is wasting her time in teaching set plays. The coach may use her time to better advantage by showing her charges some of the individual offensive weapons which may be employed from different positions, and by drilling the girls until they can immediately spot and take advantage of the scoring openings.

Two girls may work out of the corners, swinging out towards the ball and then away into the opposite corner, but always with an eye on the player in possession of the

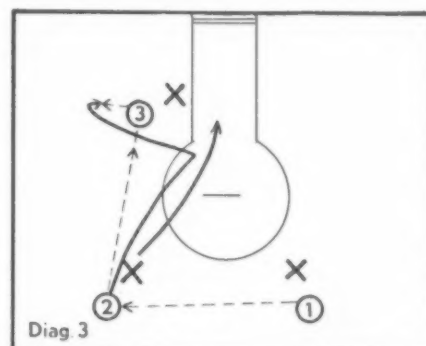


ball, and ever ready to speed back if the latter is in danger. The offense should never bunch together, but should spread out so that each player has an opportunity to apply all the modes of deception at her command.

The player who drives in for the pass and shot is called the cutter. She usually starts in a direction away from the basket, taking her guard with her, and then tries to lose her with the most propitious weapon for the situation. In **Diag. 1**, player 1 starts toward 3 who is standing with the ball in her possession. If X1 plays her too closely or is easy prey for a feint, 1 may shake loose by suddenly wheeling and cutting for the basket (reverse) or by simply changing direction and cutting.

The reverse is particularly effective when employed longitudinally. 2 illustrates this type of maneuver. She makes her play from the corner, coming out toward the ball at half speed. If her guard plays her too closely, 2 comes to a momentary pause in a stride position. She then pivots on both feet and cross-steps with the front foot back toward the basket. Oftentimes, X2 is left rooted to the spot while 2 gets in for a pass and an easy basket.

These simple but effective maneuvers may be worked by any two forwards regardless of the players'



position on the floor. The girls who do not cut should decoy their guards away from strategic positions to prevent them from switching to the cutter. Only one forward should cut at a time; extra cutters only congest the scoring area under the basket.

Diag. 2 outlines a screen play, one of the game's most potent attacking weapons. Player 3 sets up in the free-throw lane and the ball is whipped into her by either 1 or 2. No. 1 then races around her so closely that her guard is momentarily blocked off by 3 and X3. The cutter receives a pass and bounces in for a short shot. The only defense against this play is a switch, X3 shifting to 1 and leaving 3 to be guarded by X1. If the guards keep working this shift, 3 will frequently find a momentary opening through which she can pivot and bounce in for a short shot.

Diag. 3 is a screen play of a different sort. The object of this screen is not to free the cutter for a close-in shot but to give her an unobstructed set shot from a reasonable distance. The ball is passed into 3 by either 1 or 2. The latter then breaks toward the basket, drawing

(Concluded on page 34)

AN INVITATIONAL BASEBALL TOURNAMENT

By M. P. McMillin

A three-day series of games which keeps baseball interest alive and keen in Southern California

There is nothing wrong with baseball that a little imagination can't cure. In Southern California, for example, the sport flourishes as of old because of one man's ingenuity back in 1933. When the sport went on the decline at the turn of the '30s, he conceived the idea of a giant three-day regional tournament. This tourney served to keep interest alive and keen in the lower half of the Golden State, while it was fizzling in other sections of the country. The details of Pomona's invitational tournament, passed along by M. P. McMillin, should prove particularly valuable to coaches who have a lack-of-interest situation on their hands.

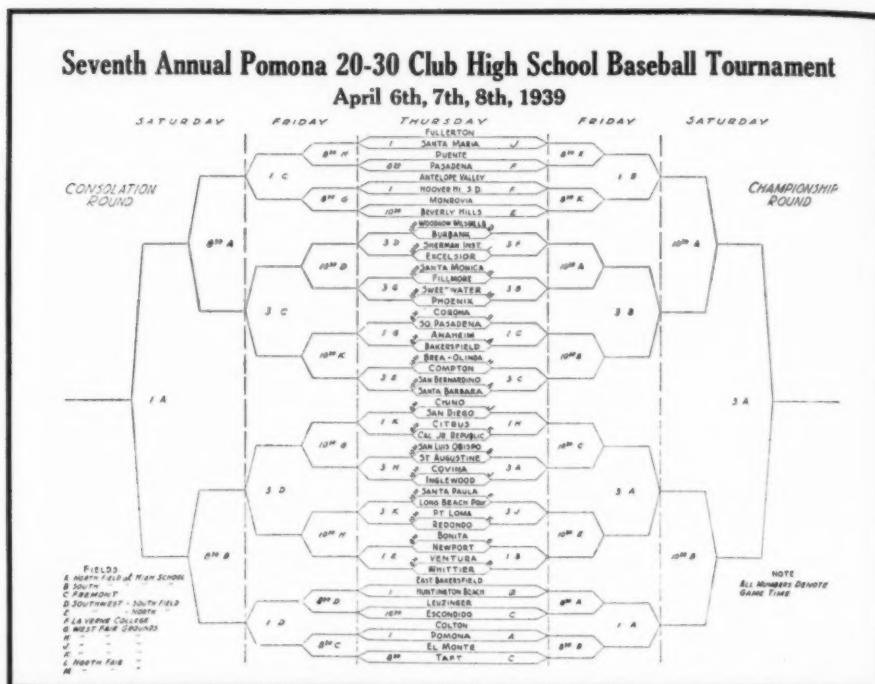
WHEN the turn of the '30s ushered in the dark age for scholastic baseball, Southern California was among those thriving baseball centers which were hard hit. Enthusiasm dropped to such an alarming low that many schools started lopping the sport off the inter-school activity calendar. Few boys turned out for baseball in the schools which still supported it, and here the general quality of play was poor. In short, the sport faced the prospect of a complete eclipse. Something had to be done and done quickly if baseball were to survive.

Coach Stan Acres of Pomona High School proved to be the man of the hour. He was the first to realize the possibilities of a giant tournament among all the high schools of the district. By bringing the teams together for a three-day series of games, he thought (and time proved him to be correct) that he might create a revival of interest in baseball. After thrashing the proposal out thoroughly, the district coaches selected the Pomona 20-30 Club* to sponsor the affair; and the first tournament was planned. Naturally, there was considerable uncertainty about the outcome, even though the coaches were enthusiastic about the idea.

The first tournament, in 1933, drew only 12 teams, but it was such a success and received so much favorable publicity that its continuance as an annual event was assured. Each year there has been a steady growth in size and scope until it now qualifies as the largest high school baseball tournament in the country. Last April it embraced 48 teams and approximately 1000 players.

Naturally it is a tremendous task

*The 13-year-old Pomona 20-30 Club is an organization designed to give the youth of the city a chance to express themselves on civic problems. The Club perpetuates its young ideas with a unique by-law; any member reaching the age of 31 automatically becomes past active.



This playing ladder insures every participating team in the Pomona tournament of playing at least twice; once in the championship round and once in the consolations.

to handle such a large playing group. But the event is so skillfully planned and managed, and so enthusiastically endorsed and supported by the coaches, that the entire schedule is now played off without a hitch. Fortunately, Pomona is located in the heart of the district's residential section. Most teams can commute back and forth on school busses and thus save lodging expenses.

Financial outlay

Many of those living outside commuting range are accommodated in the homes of local high school students. Each player is expected to buy his own food; and since all games are held on school or county property, there is little expense attached to the tournament. What financial outlay is necessary, is covered by the nominal admission charge.

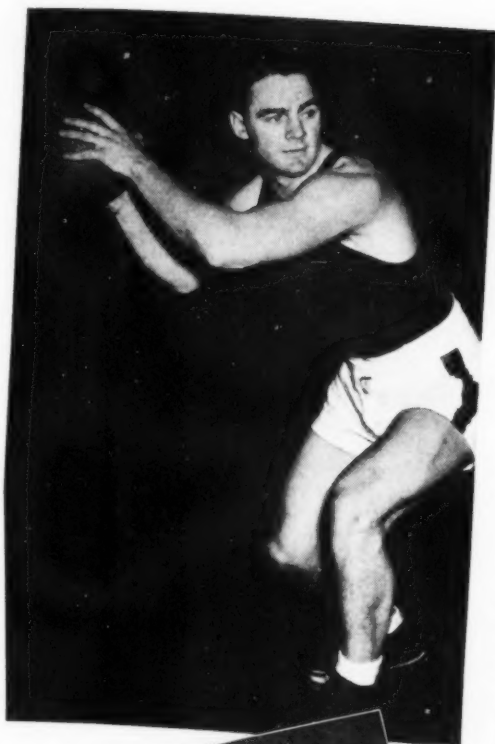
Early in the year plans are formulated, dates are set and advance information is mailed to all coaches. Any school in good standing with the California Interscholastic Federation and which has a *bona fide* nine is invited to participate. All entries must be turned in at a specified date, usually four weeks before the opening of the tournament. From this list is built the playing "ladder"

which is arranged so that each team will play at least twice, once in the championship round and once in the consolation round. (See accompanying chart for details of schedule.)

On the opening day, Thursday of Easter week, all teams appear on the high school athletic field promptly at eight o'clock. Each team is then assigned to one of the ten diamonds for the opening round. Forty seven-inning games are played on the first day—four on each diamond, at the following hours: 8:30, 10:30, 1:00 and 3:00. On the second day, 24 games are scheduled. The teams which win their first game go into the championship round; the losers start the first leg of the consolation round. The seeded teams, in order to reach the finals, have to play six games. The finals are held on Saturday morning, and are always nine-inning affairs.

As each player appears on the field on the first day of the tournament, he is given a copy of the tournament ladder as well as a printed booklet containing the rules, location of the diamonds, map of the city, and other pertinent data. Thus he knows at once where every game will be played and where he is supposed to be.

With all the details so carefully
(Concluded on page 35)



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2. Pour onto the water 2 envelopes (or two level tablespoons) of Knox Gelatine.
3. Let liquid absorb the gelatine. Then stir briskly and drink before it thickens.
4. Do this twice a day—before meals—for seven days. Then reduce to one envelope (or one tablespoonful) twice a day. If there is a drop in the weight, increase the Gelatine feeding to the original dose of two envelopes.

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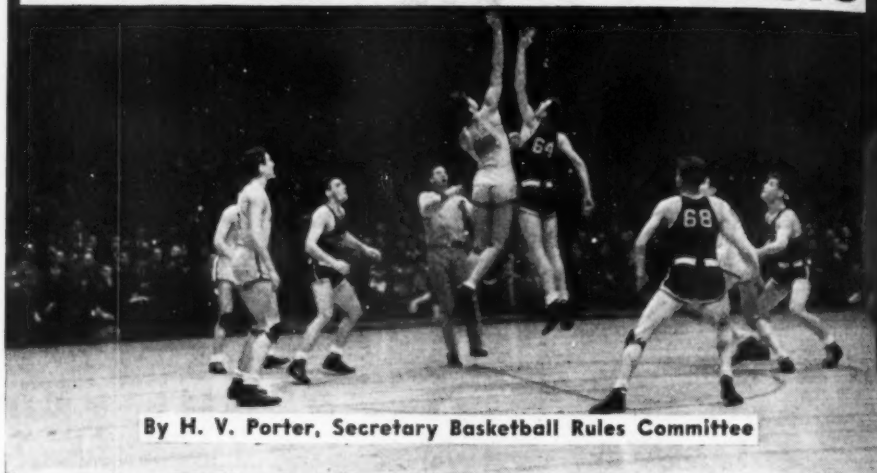


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Basketball Brain Teasers



By H. V. Porter, Secretary Basketball Rules Committee

THE average basketball fan is not aware of the fact that a basketball official must spend many hours in preparation for his work and must pass a comprehensive rules examination before he can be classified as a certified official, a test that would stump all of our self-admitted "basketball lawyers."

Many state high school athletic associations use National Federation training materials to determine the classification of their officials. The program consists of a series of meetings at which the Federation rules and interpretations are studied in accordance with bulletins supplied by the national body. At the end of the training period, the "students" are given an exhaustive, brain-racking, written examination.

The results of this examination indicate the sections of the rules which are the most troublesome or about which there is a lack of understanding. This year the basketball examination set contained 106 situations involving 400 decisions. Of the 106 situations, only two were answered correctly by all writers. Following are the questions which were missed the greatest number of times.

Question: A1 holds B1. B2 attempts free throw and is successful. Before the ball is thrown in, the mistake is discovered. (1. Official should cancel point and start play at center.) (2. Official should allow B1 to make the free throw try.) (3. Official should cancel point and award ball to A at end.) (4. Point should be cancelled if mistake is discovered several plays later.)

Answer: 3 is correct.

Comment: The most common error was the belief that part 4 was also correct, probably because it was confused with the situation where a player fails to report and the mistake is discovered several plays later.

Question: A1 attempts single free throw for personal foul. Ball misses the ring and while it is passing under, A1 crosses the line. (1. Violation for

missing ring.) (2. Violation for being across line too soon.) (3. Center jump.) (4. B's ball out of bounds at end.)

Answer: 1, 2 and 4 are correct.

Comment: It will be noted that Sec. 2 of Rule 14 differs in wording from Sec. 7 of the same rule. The phrase "until it is evident that it will not touch either" was purposely omitted from Sec. 2 on the grounds that since the penalty for stepping over the free-throw line is exactly the same as for missing the ring, there is no object in adding the additional phrase. In the described situation, there are two violations but the penalty is the same for each.

Question: State number of free throws awarded to Team A in the following situation: A1 is flagrantly fouled as he is throwing for goal and A2 is flagrantly fouled simultaneously. Goal made Goal missed

Answer: Two Two.

Comment: Two free throws are awarded in either case. This ruling is consistent with that for the first question under the penalty in Rule 15-C, and also with play situation 321. The theory underlying these rulings is that treatment of multiple fouls (fouls committed simultaneously by the same team) should be consistent with that for double fouls. In the case of double fouls, only one free throw is awarded each team and in the case of multiple fouls only one free throw is awarded for each foul.

This question brings up a related situation which has some interesting points. Consider the following situation: A1 is fouled while he is in the act of throwing for goal. After the ball has been brought to the free-throw line or after the first attempt has been made, A2 commits a technical or personal foul. How many free throws are awarded each team?

Ruling: Two free throws are awarded A and one free throw to B. The ball is tossed at center after the last free throw.

(Concluded on page 26)

Milk Builds

SPEED

POWER

ENDURANCE



Says

Ward Lambert

Basketball Coach, Purdue University

"The speed and hard driving of today's basketball quickly burns up a lot of energy. Unless players are in good condition they often have to be taken out before the game is over. To have the right foods in the training diet—plenty of vegetables, fruits, eggs and milk—is one of the best ways of getting in tip top condition. I make sure that my players drink milk with every meal."

Ward H. Lambert



Says

Dean Cromwell

Track Coach, University of Southern California

"Back of every fine exhibition of speed and stamina is perfect condition. That is why outstanding performers in track never neglect condition—and never neglect to eat the foods that build it. You will always find milk on their training tables, because it is more valuable than any other single food in building endurance and condition."

Dean B. Cromwell

National Dairy Council, 111 N. Canal St., Chicago, Ill.

A HIGH SCHOOL GOLF PROGRAM

By Ben Thomson

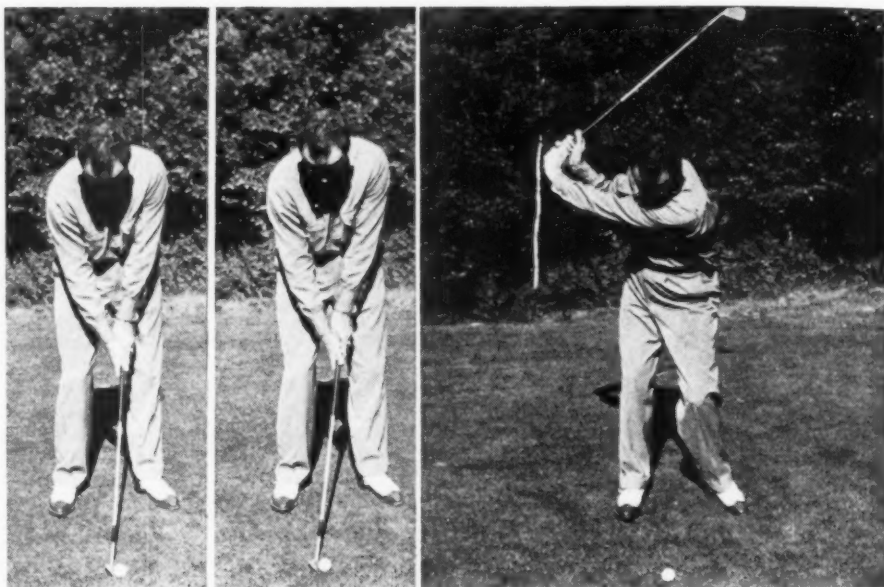
This is the fourth of a series of instructional articles on golf by Ben Thomson, famous Yale University coach and author of the text, "How to Play Golf." The first installment stressed the values of golf, the second covered grip and stance, the third was devoted to the complete swing of the wood clubs, and the present installment covers the short game.

GOOD iron play depends upon the mastery of several fundamentals, the most important of which is the development of a sensitive touch with the forefinger and thumb of the right hand. The feeling for the movement of the club head is entirely governed by these two fingers. Yet, withal their sensitiveness, they still provide power for the swing.

Before going any further, let us review briefly the position of these fingers on the shaft. The shaft rests in the middle joint of the forefinger with the knuckle on the right side of the shaft, and never under it. The thumb is placed diagonally across the shaft so that it helps the forefinger grip the club.

As an experiment, grip the shaft with these two fingers alone and swing the club several times in pendulum fashion. The power of these fingers will be felt immediately. This does not mean that the right hand does all the work in swinging an iron. Indeed it does not. The left arm and left side dominate in all swings, but in the hitting area—that is, at the moment the wrists are un-

To build a good swing for the irons, the Yale coach always starts with the mashie or number 5 or 6 iron



ADDRESS WITH SHORT IRON: The hands are kept slightly forward, the arms comfortably close to the body and the ball midway between the feet or, for high approaches, more towards the right foot (second picture). At the top of the backswing (last picture), the head has not moved but the player has pivoted to the right.

cocked—the left hand must be assisted by the right.

The pupil should be constantly impressed with the fact that distance, as a rule, is not the goal of iron play. The player should keep in mind that the putting green is the objective and that the proper loft must be given to the ball to clear any hazards which may be in a direct line to the green.

The player should make allow-

ances for wind and other natural hazards, but above all the ball must be controlled so that when it reaches the green, it will stay there. It is obvious, then, that accuracy and not distance is the goal of all iron play.

A common mistake made by every beginner, and many experienced players as well, is the feeling that they must assist the club in elevating the ball. Instead of allowing the loft on the face of the club to raise the ball, they try to get the ball up with a scooping action of the club.

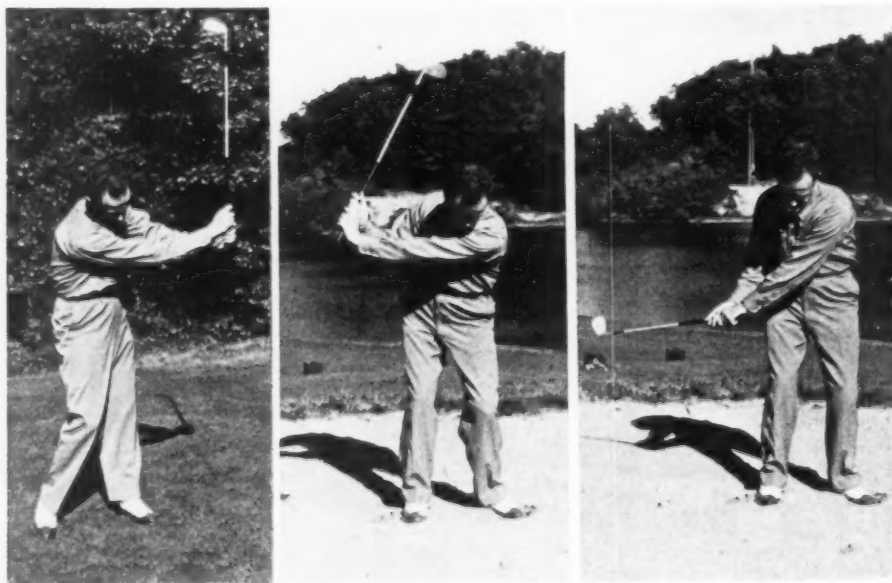
To give the beginner a solid foundation upon which to build a good swing for any iron, I always start with the mashie, or as we now call it, the number 5 or 6 iron. This particular club is an easy iron to handle and has sufficient loft to enable the ball to rise easily.

There are two types of short approaches: the pitch and run, and the high approach. Both may be played with the mashie. The pitch and run is the easier to play and should be taught first.

Since direction is more important than distance, the player should assume a slightly open stance in which the feet are closer together than for a full wood with the left foot slightly withdrawn. The ball is played from a position midway between the feet.

The beginning of the swing is again controlled by the left arm.

(Continued on page 23)



DOWNSWING: At the finish of the short iron shot (first picture), the head is over the right shoulder and still steady. The second picture shows how a player should look at the top of his backswing when playing from a sand trap. In the last picture the player illustrates a flat downswing, a common error on explosion shots.

DURENE ASSOCIATION OF AMERICA

468 FOURTH AVENUE

NEW YORK

TELEPHONE MURRAY HILL 4-3312

DEAN HILL, PRESIDENT

*Please Read
Carefully
D.H.*

Dear Coach:

Informed by coaches that the health problem is of primary concern to physical training directors, and athletic coaches, we have prepared a poster for your bulletin board and a booklet for distribution to students. We believe that this material will be valuable to you in your efforts to maintain a high standard of physical fitness among your students.

The poster on the two following pages can be readily lifted out for posting in a conspicuous place. A limited number of additional copies are available without cost on request.

A sample of the booklet for distribution to students is enclosed in this issue of Scholastic Coach. "Don't be Dopey" booklets may be ordered in quantities you require. They will be sent to you without cost. You may order through coupon in back of this issue of Scholastic Coach or write me direct.

We believe these posters and booklets will prove of real assistance to you in driving home a few good health rules important to physical fitness.

Sincerely yours,

Durene Association of America

Dean Hill
President



W. A. ALEXANDER

Football Coach
Georgia Tech

says:

"Here in the South where the climate during our football season induces heavy perspiration on the part of players, we feel the need of football equipment that will do the best job of absorbing and evaporating this perspiration. We have found that jerseys made of mercerized cotton yarn are the best for they keep the body cooler and more comfortable and reduce the danger of chills, colds, muscular stiffness and chafing. For several years, our teams have worn only jerseys made of mercerized cotton yarn."

4 HEAT TO HELP

1. Stay out of drafts—especially when you are wet.
2. Always finish your shower with cold water and dry your hair thoroughly.
3. Get at least 8 hours sleep every night. Fatigue lowers your resistance—lack of adequate rest gives colds a chance to get started.
4. Don't go without an undershirt. Wear knitted shirts and shorts. They absorb perspiration twice as fast and reduce the danger of muscular stiffness.

Ask your Gym Instructor for help

BATH RULES

HELP AVOID COLDS

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DAN MATTHAEI

Athletic Director
Bronxville, N. Y., High School

says:

"In working with high school athletes a coach worries over the apparent disregard these youths have of chills, colds, and coughs. Despite repeated warnings, boys persist in being careless. Coaches welcome athletic goods made of material that aids in preventing chills and colds. Jerseys and athletic undershirts made of mercerized cotton absorb and evaporate perspiration in a manner which strikes at the first cause of the 'common cold.' These mercerized cotton garments are distinct aids in protecting the health of young athletes."

the booklet "Don't be Dopey!"

BOWL WINNERS WEAR

Durene

Reg. U. S. Pat. Off.

On New Year's Day, at the Rose Bowl, the Cotton Bowl, the Sugar Bowl, and the Orange Bowl, *all four winning teams wore "Durene" mercerized cotton jerseys!*

Garments of Durene mercerized combed cotton have double fast absorbing and evaporating power. They provide EXTRA comfort, cleanliness and health protection. No wonder that coaches and athletic directors everywhere are insisting upon mercerized cotton. Twenty-five manufacturers offer more than twenty types of athletic garments made of Durene yarn. Write for sources.

DURENE ASSOCIATION of America

470 Fourth Avenue
New York

BE SURE TO USE

the poster in this issue of Scholastic Coach. Write today for your free copies of booklet "Don't be Dopey" for distribution to your students.



**DON'T
BE
DOPEY!**

DO
YO

DON'T YOU FEEL LIKE GIVING YOURSELF A GOOD SWIFT KICK

when you catch cold just before
an important game or dance and
have to sit on the bench or stay
at home with a nose like a rose?

There are a few simple health
rules in this little booklet. Study
them . . . they will help you avoid
colds. Follow them . . . they will
keep you cleaner, cooler and more
comfortable.

Remember them and . . .

**DON'T
BE
DOPEY!**

Rule number 1

Stay out of drafts — especially when you are hot or perspiring.

Sudden chills often lead to bad colds. And colds frequently bring on pneumonia, influenza, rheumatic fever, arthritis and other very serious diseases. When you are hot and tired it is especially important for perspiration to be absorbed and evaporated quickly. If you perspire and sit around in drafts, you are inviting trouble. Don't be dopey about drafts!



Rule number 2

Always finish your shower with cold water — and dry your hair thoroughly.

If you don't bathe, you'll have B.O. Better bathe! A good shower after exercise is a wholesome tonic and does you a world of good. But be sure to always

finish with cold water. This will close your pores and help you avoid chills and colds. And never put on a wet, sweaty undershirt after your shower. Don't use your undershirt for a gym shirt—it's not hygienic! And remember, you're not an Airedale so dry your hair thoroughly. Don't go out with a wet head. Don't be dopey about showers!

Rule number 3

Get at least 8 hours sleep every night.

Fatigue lowers body resistance — lack of adequate rest is dangerous to health — often gives colds a chance to get started. If you miss some sleep one night (and who doesn't?) *make it up the next!* It pays to feel fit! It's dopey to be dopey from lack of rest.

Another thing — drink plenty of water, eat foods easy to digest, and avoid constipation. Athletes have to follow these rules — everyone should!



Rule number 4

Don't go without an undershirt.
The right kind of underwear is a real asset to better condition — and better appearance too.

Knit undershirts and shorts made of "Durene" mercerized cotton yarn absorb and evaporate perspiration *twice as fast*. This double "absorbing and evaporating" power of "Durene" garments helps prevent chills, colds and muscular stiffness resulting from damp clothing. It's lots more comfortable to wear "Durene" all the year round.

No wonder famous coaches everywhere agree that underwear, jerseys and polo-shirts made of "Durene" are the *right kind* for the young athlete to wear.

KA-CHOO!

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WINNERS WEAR DURENE

On New Years Day 1940 at the Rose Bowl, the Cotton Bowl, the Sugar Bowl and the Orange Bowl, all four winning football teams wore jerseys made of "Durene" mercerized cotton. What is good for the athlete is good for everyone!

It's dopey to catch cold, and suffer with sniffles or maybe something a lot more serious. Don't be dopey! Study what famous coaches and trainers have to say (turn to page 6). Use your head and follow the health rules in this booklet. And take it home . . . don't let Dad be dopey either!



WHAT ATHLETIC AUTHORITIES SAY ABOUT UNDERWEAR FROM A HEALTH



W. A. ALEXANDER
Football Coach
Georgia Tech.

"Here in the South where the climate during our football season induces heavy perspiration on the part of players, we feel the need of football equipment that will do the best job of absorbing and evaporating this perspiration. We have found that jerseys made of mercerized cotton yarn are the best for they keep the body cooler and more comfortable and reduce the danger of chills, colds, muscular stiffness and chafing. For several years our teams have worn only jerseys made of mercerized cotton yarn."

"In working with high school athletes a coach worries over the apparent disregard these youths have of chills, colds and coughs. Despite repeated warnings, boys persist in being careless. Coaches welcome athletic goods made of material that aids in preventing chills and colds. Jerseys and athletic undershirts made of mercerized cotton absorb and evaporate perspiration in a manner which strikes at the first cause of the "common cold." These mercerized cotton garments are distinct aids in protecting the health of young athletes."



DAN MATTHAEI
Athletic Director
Bronxville High School
Bronxville, N. Y.

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H. S. DeGROAT
Director of Athletics
Springfield College
Springfield, Mass.

"An Athletic Administrator is responsible for the safety and health of the athletes of every team. The various coaches and the administrator are constantly on the lookout for equipment that will assure the best possible results. Wearing apparel that reduces irritation and the chances of chills and colds contributes highly to the comfort and health of the player. My experience with "Durene" jerseys proves them to have qualities of quick absorption and evaporation of perspiration, as well as long wear. These qualities are essential for the health of the players and the efficient promotion of the athletic program."



J. J. THAEI
Director
High School
le, N. Y.

"The boys like to wear "Durene" jerseys because they feel good next to their skin. Since we get some real weather up here in New Hampshire in the fall and early spring, I was a little worried about cotton taking care of absorbing the perspiration. "Durene" does this job and protects against chilling and because of the excellent wear experienced over nine playing seasons it is a real economy for us to use it."



MARTIN W. SOUDERS
Director of Athletics
Phillips Exeter Academy

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1 You will be cooler when the weather is hot and healthier and more comfortable all year round because "Durene" absorbs and evaporates perspiration twice as fast.

2 And more than that . . . "Durene" garments are stronger and will wear longer — they can "take it" and for the young he-man of today, that means plenty!

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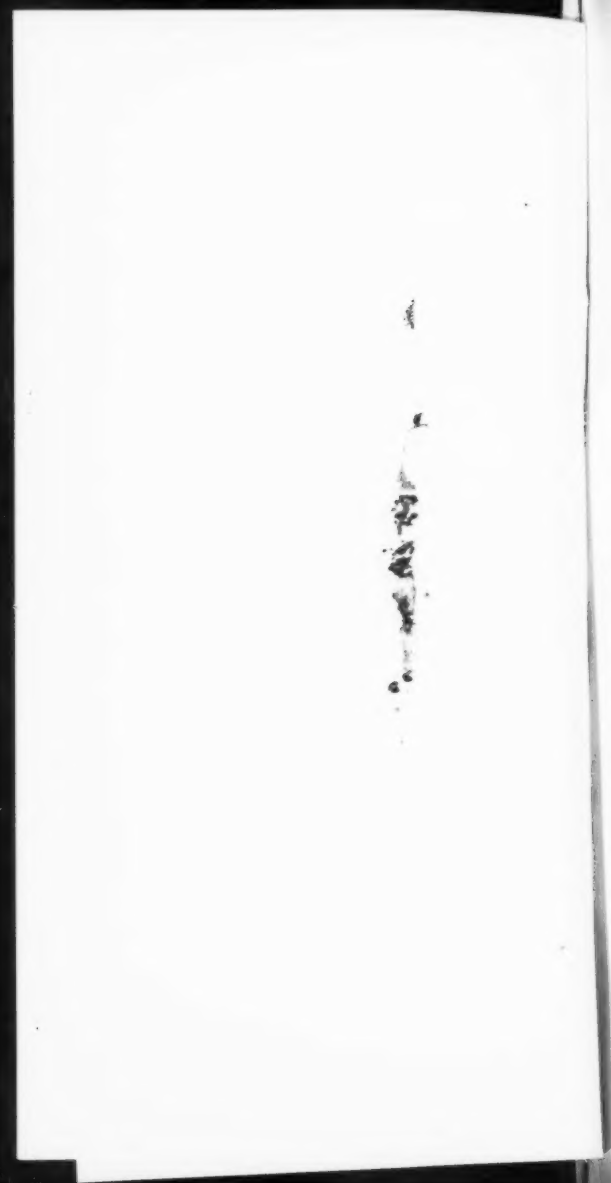
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Golf Instruction

(Continued from page 18)

The swing is much shorter than a full wood and the left side does not pivot as much.

The club head is swung fairly close to the ground and on almost a straight line. At the top of the backswing, the left wrist cocks as in the full swing; not a full cock, however, but enough to allow the hands on straightening out to swing the club head into the ball. As the club head swings into the ball, the right wrist at contact must be perfectly square to the line of play.

This movement will keep the face of the club also square to the line of play. The player should resist any tendency to turn the right wrist over to the left at the moment of contact. The club head should swing through towards the line of play before the right hand is allowed to "break" and turn over to the left.

High approach

The high approach—that is, lifting the ball sufficiently high to clear any obstacle, such as sand traps, long grass or mounds, which may lie between the ball and the hole—is the next shot to teach.

The grip, the stance and the position of the ball in relation to the feet are essentially the same as when playing a pitch and run, though the ball may be played from a position a little farther towards the right foot.

To make the ball rise sharply, the club head, at the beginning of the backswing, must leave the ball at a sharper angle than when playing the low approach. On the downswing, the club head punches into the ball, hitting the ball first and then continuing through to the turf underneath and immediately beyond the ball. This descending blow will cause the ball to rise sharply with back spin, so that when the ball reaches the green it will stop dead or run just a few feet.

If the player has difficulty in making the ball stop, he may be committing any or all of the following faults: the backswing may be too flat, the right wrist may be turning too soon before the club head comes in contact with the ball, or (most commonly) the ball is being hit too cleanly, so that the face of the club is not getting far enough under the ball.

As you go to the long irons, the stance is not so open as in the shorter irons and the ball is played from a position between the feet or a lit-





tle more forward toward a line from the left heel. The left arm swings a little longer and the left heel leaves the ground to enable the complete left side to turn freely and fully. The cock of the left wrist is more pronounced and almost as full as when playing a full wood.

The hitting power, or speed of the club head as it comes in contact with the ball, is supplied (or controlled) by the hands. The finish of the swing is a continuation of the hit. The right side of the body continues turning to the left, until it completely faces the line of play.

Playing sand traps

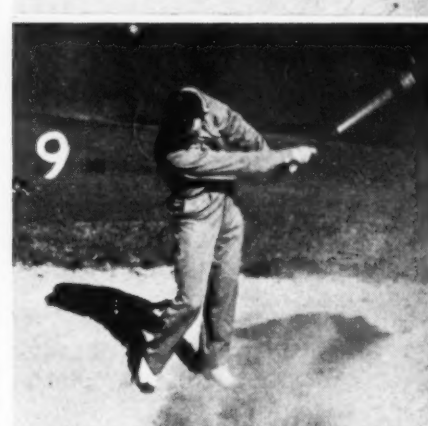
No good golfer is ever afraid or timid about playing from a sand trap or bunker. Why should he be when it is possible to recover in one shot from the deepest bunker? There are several ways of playing from sand traps, but the two most fundamental methods are the explosion and the chip shot.

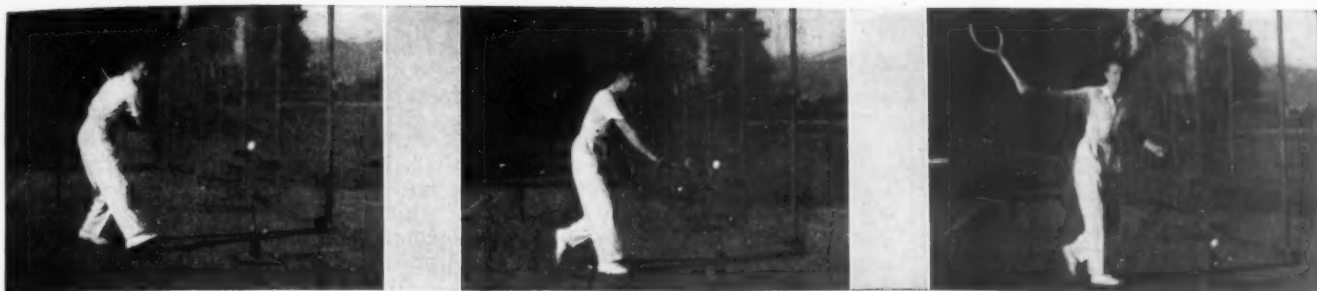
The chip shot can be safely played when the ball is resting cleanly on top of the sand and when the bank, or side of the bunker, is not too steep.

It is played with a number 6 or 7 iron just like any chip shot from the grass, but with perhaps a little more concentration. As it is practically the same type of shot as the short approach, it is much easier for the pupil to understand. The main and important difference is that the club must not touch the sand either in addressing the ball or during the backswing. Perhaps the most common fault on this shot is the failure to allow the club head to follow through.

The explosion shot—the name speaks for itself—is the only sure method of playing from a sand trap when the ball is wholly or partly buried. The shot is difficult for many players simply because they swing the club too flat and too short. Instead of swinging through the sand and continuing through and up to the finish, they stop or bury the club head in the sand, with the result that the ball does not get a chance to move.

The stance is still open, the feet are fairly close together and the grip is the same. However, I check carefully to see that the player does not grip the club too tightly, for the hands must have enough freedom to swing the club head through the sand. Note that I say “through” the sand, because it is the force of the club head hitting the sand which causes the ball to rise.





*For Tennis Clubs • Teachers • Coaches
Players • Beginners*

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In the Stow Stroke Developer, Mr. Stow has developed a practical device that quickly gives the beginner the feel of hitting the ball solidly, turning correctly, follow through, etc., and the advanced players the means for developing strokes, footwork and form without worrying about timing the ball. Even expert players like Budge find this device invaluable for correcting or perfecting strokes.

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The Tom Stow Stroke Developer is simple, inexpensive, easy to install and, with instructions, easy to use. Excellent for indoor winter practice or for outdoor use. Has the practical indorsement of Tom Stow, who uses it in his work, and of players including Don Budge. Because it costs no more than a good tennis racket it is available to clubs, schools, professionals and players. Our Free book tells all about it and gives interesting illustrations of its use. Address Wilson Sporting Goods Co. (Sole Distributors), Chicago, New York and other leading cities.

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TENNIS EQUIPMENT

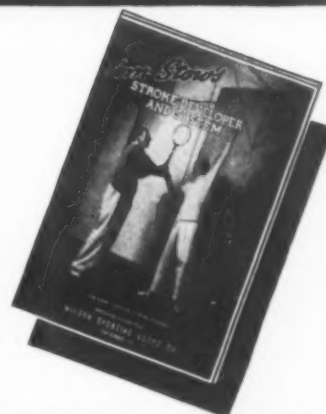
*Don Budge is retained on
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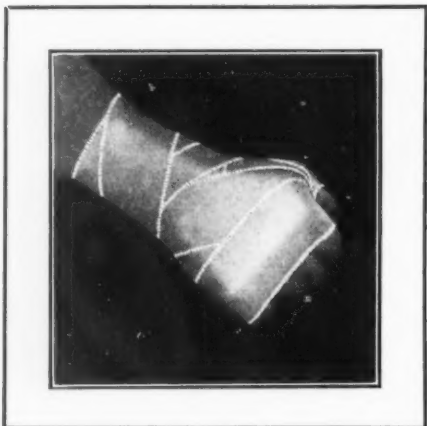
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This book explains everything about the Tom Stow Stroke Developer. Has many illustrations showing how easy it is to use. Pictures Don Budge at practice, also other well known stars in progressive "strip" movie pictures. Sent free. Write for your copy today.



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Basketball Brain Teasers

(Continued from page 16)

Comment: In this situation the general interpretation is that fouls by each team which are not simultaneous but which happen between the time of the first foul and the time the ball goes into play after the last free throw for that foul, should be treated the same as for a double foul. This refers to the way the ball shall be put in play after the last throw and not to the number of free throws awarded each team. Fouls which are not simultaneous are not double fouls and each carries its own penalty as far as the number of free throws is concerned.

Question: A1 attempts a single free throw for personal foul. Ball hits ring and while it is bouncing directly over the center of the ring, A2 taps it down into the basket. (1. One point allowed.) (2. Two points allowed.) (3. Violation by A2.)

Answer: 2 is correct.

Comment: This is because of a slight change in the wording of the rule relative to free throws, i. e., Rule 14, Sec. 9. The free throw ends when it is touched by a player. Consequently, when A2 touched the ball it ended the free throw and since the ball was still in play it counts as a field goal. It is interesting to note that if this should happen on the first of a multiple throw, the touching by A2 would kill the ball and consequently no points would be scored.

Question: A1 is injured while B1 is dribbling. The play is completed by a try for field goal which is not successful and the ball bounces on ring several times. Official should blow his whistle (1. When ball leaves shooter's hands.) (2. As soon as try is unsuccessful.) (3. After the rebound ends.)

Answer: 1 is correct.

Question: A1 tries. While he is in the act of throwing but before ball has left his hands A2 fouls B1. The whistle sounds after ball is in the air. (1. No goal.) (2. Goal counts and foul is penalized.) (3. Disregard penalty.)

Answer: 1 is correct.

Comment: This is an exception to a general rule and is provided for in the last paragraph of Rule 7, Sec. 7.

Question: A1 attempts single free throw following personal foul. While ball is circling ring B1 touches ball and basket but ball goes in. (1. Violation is not penalized.) (2. Play resumed by B tossing ball in from end.) (3. Play resumed by jump at center.) (4. Goal counts and resume play by jump at free throw line.)

Answer: 1 and 2 are correct.

Comment: This is one of the few cases where a violation penalty is automatically declined.

Question: Concerning dead ball: (1. Substitution may always be made when ball is dead.) (2. Ball is dead

while it is in the air on free throw.) (3. Ball is dead as soon as first of a multiple throw enters basket or is unsuccessful.) (4. If a personal foul is committed during dead ball, it is not penalized unless flagrant.)

Answer: 3 and 4 are correct.

Comment: The greatest number of errors was in connection with 2 and 3, 3 is provided for in Rule 7, Sec. 7-j. This provision was added to the rules for the first time this year although in actual practice there is no difference from the usual procedure. There might be some difference of opinion as to whether the ball is dead while it is in the air on a free throw. However, it seems necessary to consider the ball as being in play in such a situation in order to harmonize with g and j of Rule 7, Sec. 7. These sections state that the ball is dead following certain free throws. There would be no object in such statements unless we infer that the ball goes into play when it leaves the free thrower's hands.

Question: Official should blow his whistle (1. When a field goal is made.) (2. When ball crosses plane of the end line on the throw in after a successful goal.) (3. When ball is thrown in from out-of-bounds to start second quarter.) (4. When gun sounds to end quarter.) (5. When ball is thrown in from out-of-bounds after time has been out.) (6. When ball lodges in support of basket.) (7. When ball reaches highest point on toss to start overtime.) (8. As soon as A2 touches ball (no possession) in back court after illegal return from front court by A1.) (9. When A1 has possession in court and B1 on boundary touches ball.)

Answer: 6, 8, and 9 are correct.

Comment: It appears that a considerable number of officials still believe that it is necessary for the official to blow the whistle when the second quarter is started by a throw-in from out of bounds. They also believe that the whistle should be blown when the ball reaches its highest point on a jump to start the overtime. In the latter situation, the whistle should be blown when the ball leaves the hands on the toss rather than when it reaches its highest point.

Question: Ball is out-of-bounds when it (1. Touches side line.) (2. It touches official standing on side line.) (3. Dribbler in control steps on line while not touching ball.) (4. It touches ceiling.) (5. It comes from inbounds and touches player who is touching side line.) (6. It touches top of backboard.) (7. It passes through plane of side line.) (8. It touches back of backboard.)

Answer: 1, 2, 3, 5 and 8 are correct.

Comment: The chief difficulty in connection with this question seems to be a lack of understanding that the ball is not automatically dead when it touches the ceiling or top of bank.

Kansas Basketball

(Continued from page 11)

made 17 more passes than catches. There were only four men on the squad who took fewer shots per minute. He was second on the squad in evaluation points per minute and that shows he did not shoot too often. The players, the coach and the freshmen all rated him as the number four man.

Player E, Forward

This man had 141.5 minutes of playing time to his credit. He earned 560 evaluation points and 25 score points. He scored 10 goals (30.3%) and made 5 free throws (71.4%). In ball-handling, he had an error rate of 4.6 which was second highest on the squad. From the standpoint of player efficiency he was twelfth. There was only one other player on the squad that had a lower rate of personal fouls. Player E played 141.5 minutes or over 3½ games of 40 minutes each and made only 3 personal fouls.

He is the first player to make more catches than passes. He also is the first man to be listed as a forward only. The forwards evidently do more catching than passing. The data indicate a low personal foul rate, a poor efficiency rating as compared to the players who played 200 minutes and an error rate in ball handling four times as high as that of players A and G. He was rated as sixth by his fellow players and the freshmen, and seventh by the coach.

Player F, Forward

This man played 117 minutes, making 12 goals (17.9%), and 8 free throws (57.1%). He earned 628 evaluation points and 32 score points. On the player efficiency chart he rated sixth with a percentage of 94.1. His ball-handling error rate was 2.070, which earned him fifth place. Like the preceding player, he had more catches than passes. Only one other player attempted more shots per minute of play and only two squad members made a smaller percentage of their shots.

On balls recovered off his own backboard, he rates as the No. 1 man. This is also true for the recovery of his teammates' jump balls. On the basis of personal fouls per minute, this player ranked eleventh for the squad only two committing more than he. The data indicate that the player was fairly efficient, but that his shooting average was far too low. His teammates, freshmen and coach rated him fifth.

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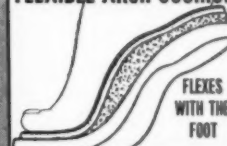


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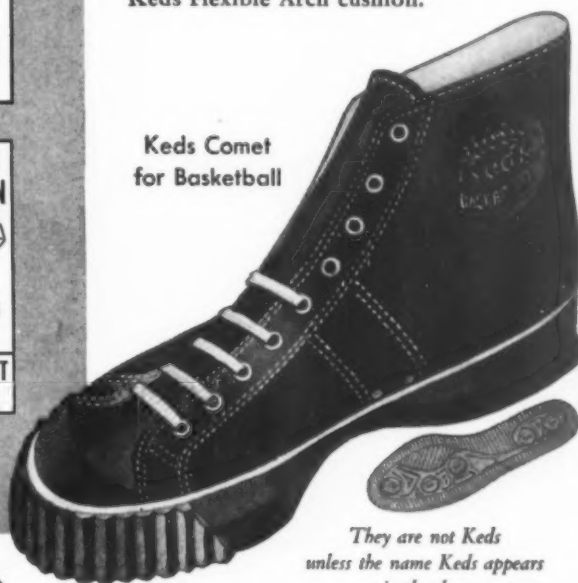
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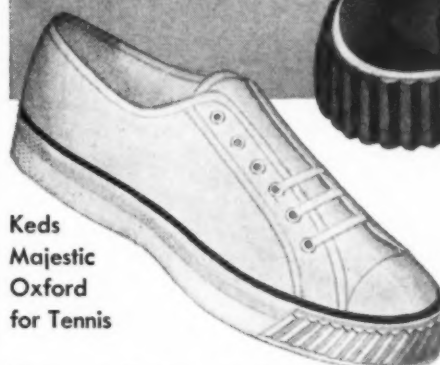
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SEASONAL LIST OF ATHLETIC READING

Below is a partial list of professional books to put on your "must" list.

BASEBALL

Major League Baseball by Ethan Allen, \$3.
Baseball by Jack Coombs, \$2.75.
Baseball by Daniel E. Jessee, \$1.
Baseball Coach. Aids by H. S. DeGroat, \$2.75.
Sports as Taught at West Point by 17 Coaches, \$2.

TRACK

Track and Field Athletics by Tuttle and Bresnahan, \$3.25.
Olympic Coach by Lawson Robertson, \$3.50.
Track and Field by Ray Conger, \$1.
Cine Flip Books by Famous Coaches, \$1 each event.
Track and Field by Charlie Paddock, \$2.50.

BASKETBALL

Better Basketball by Forrest C. Allen, \$4.
100 Drills by Blair Gullion, \$1.
Offensive Fundamentals Analyzed by Blair Gullion, \$2.
Winning Basketball by Nat Holman, \$2.

Basketball Methods by John Bunn, \$3.25.
Modern Bask. by Jourdet, Hashagen, \$2.25.
Basketball by Charles Murphy, \$1.
Basketball by H. C. Carlson, \$2.
Basketball by Clair Bee, \$1.

SCHOLASTIC COACH BOOKSHOP, 250 E. 43 ST., NEW YORK, N. Y.

FOOD FOR ATHLETES BUREAU

Bulletin No. 4

JUST as roads have route numbers with signposts pointing the way, so do foods have signs that tell what they contain; and what values they contribute to body building, health and renewing of energy.

The signposts of foods are carbohydrates which supply energy and heat; fats which supply energy and heat; proteins which supply body needs for growth and repair of muscles, cells and other tissues; minerals which are needed for the bones, teeth, blood, etc., and for the proper functioning of many body activities; vitamins which occur in minute quantities in foods and yet produce profound and specific physiological effects.

The fuel value of foods is measured in terms of a standard unit called a calorie. It is estimated that an adult lying in bed needs from 1600 to 1800 calories per day. As muscular activity increases, the number of calories must be increased. High school students not only need to replace the energy they use up in exercise, but must have a surplus in storage. Thus, an active boy or girl of high school age needs to get about 4500 calories per day.

For team members, each day of the week presents a special problem. For the evening meal following a game, the menu should stress those foods which quickly supply energy, rebuild worn tissues or replenish the energy reserve.

To provide athletic directors and coaches with material of practical value, we present Bulletin Number 4 in the Foods-For-Athletes Bureau. Later bulletins will include other foods, named by brand. Plan your menus for teams with 4500 calories in mind, and then check the carbohydrates, fats, proteins, minerals and vitamins to be sure the emphasis has been correctly placed. Remember to have variety. One good rule to observe in planning the menu is to include 1 quart of milk a day, taking into account the quantity used for beverages and for cooking.

In the comprehensive tables which follow, the foods are analyzed by percentage.

The key to the last column (vitamins) is:

x = fair xx = good xxx = excellent

BEVERAGES

Product	Protein	Fat	Carbohydrate	Fuel Calories	per Serving	A	B	C	D	E	G
Choc. Malted Milk Tablets (Horlick's)	16.35	8.78	67.95	18.6	3 tablets	xxx	xx				xx
Cocomalt	13.58	3.59	73.43	272	2 tblsp. with 8 oz. milk	x	x		xxx	x	
Cocoa (Bakers)	19.0	27.0	38.0	34.5	1½ teasp.						
Malted Milk (Horlick's)	16.35	8.78	67.95	248.1	See Note 1	xxx	xx				xx
Milk	3.3	4.0	5.0	170	8 oz.	xx	xx	x	x		xxx
Ovaltine	14.9	7.8	70.69	263	See Note 2	xx	xxx		xxx		xx
Postum with milk	6.55		82.32	174	See Note 3	xx	x	x	x		xx
Tomato Juice (Beach-Nut)	0.9	0.1	3.8	50	8 oz.	xxx	xx	xx			
Tomato Juice (Campbell) . . . . .	.9	.1	3.8	48.56	8 oz.	Not Given					
Tomato Juice (Del Monte)	0.8	0.2	5.0	45	8 oz.	x	x	xxx			xx
Tomato Juice (Heinz)	1.0	Tr.	3.3	40	8 oz.	xx	xx	xxx			x
Tomato Juice (Libby)	1.1		4.2	45.6	8 oz.	xxx	xx	xxx			x
Tomato Juice (Welch) . . . . .	.80	.25	3.90	48	8 oz.	xxx	xxx	xxx			x
Tomato Juice Cocktail (College Inn)	0.55		4.14	44	8 oz.	xx	xxx	xxx			
Vitavose Choc. (Squibb)	9.6	1.8	83.	81	3 heap. teasp.		x				

Note 1: 3 heaping teaspoons with 6 oz. of milk.

Note 2: 3 teaspoons of Ovaltine in 8 oz. milk with 2 teaspoons of sugar added.

Note 3: teaspoon of Postum with 8 oz. milk.

FRUIT AND FRUIT BEVERAGES

Product	Protein	Fat	Carbohydrate	Fuel Calories	per Serving	A	B	C	D	E	G
Apples (Washington State) . . . . .	.3	.4	14.9	72.5*		xxx	x	xx			x
Apricots	1.1	0.3	13.4	20	1 oz.						
Bananas	1.3	0.6	21.1	100*		xx	xx	xx		xx	x
Blackberries	1.3	1.0	10.9	62	½ cup	xx	xx	xx			
Cherries	1.0	0.8	16.7	83	½ cup	xx	x	xx			x
Cantaloupe	0.6	0.3	9.3	47	½ cup	xx	x	xx			
Figs	4.3	0.3	74.2	5	½ cup	x	x	xx	xx		x
Fruit Combination No. 8 (Libby)	0.50	0.09	12.46	58	½ cup	xx		x			x
Grapes	1.3	1.6	19.2	108	½ cup	x	x	x			
Grapefruit (Del Monte)	0.6	0.2	16	80*	½ cup			xxx			
Grapefruit, fresh Fla.	0.31	Tr.	10.1	120	½ large	x	xx	xxx			xx
Grape Juice (Welch) . . . . .	.30		15.70	80	½ cup		xx				
Honeydew	0.5	0.0	8.0	38	½ cup		xx				
Orangeade (Bireley's)	0.14	.057	12.84	67.31	½ cup			x			
Orange Juice, fresh (Sunkist)	0.9	0.2	11.8	100	1 cup	x	xx	xxx			x
Peaches	0.7	0.1	9.4	44	½ cup	xx	xx	xx			x
Peaches (Del Monte) . . . . .	.5	.1	22	90	½ cup	xx		xx			
Pears	0.6	0.5	14.1	67	½ cup	x	xx	x			x
Pineapple (Del Monte) . . . . .	.4	.7	25	125	½ cup	xx	xx	xx			
Pineapple, Crushed (Libby)	0.96	.11	24.4	96	½ cup	xx	xx	xx			x
Pineapple Juice (Dole)	0.3	0.1	14.8	136	8 oz.	xx	xx	x			x
Prunes (Del Monte)	2.		34.	163	½ cup	xx					
Raisins (Sun Maid)	2.6	3.3	76.1	100	1 tblsp.		xx				
Strawberries (Del Monte) . . . . .	.4		28.	120	½ cup			xx			
Strawberries, fresh	1.0	0.6	7.4	42	½ cup		xx	xxx			

* Medium size fruit.

CEREAL

Product	Protein	Fat	Carbohydrate	Fuel Calories	per Serving	A	B	C	D	E	G
All Bran (Kellogg's)	11.7	2.9	65.6	63	1/3 cup	x	xx				
Corn Flakes (Kellogg's)	7.7	0.3	86.3	107	1/4 cup						
Cream of Wheat*	11.81	2.40	72.46	109	1/8 cup			xxx			

Product	Protein	Fat	Carbo- hydrate	Fuel Calories	per Serving	A	B	C	D	E	G
Cubs (Nat'l Biscuit)	9.43	2.03	77.47	103.5	35 pieces	x	xx			x	x
Grape Nuts (Gen'l Foods)	10.60	0.60	83.16	105	1/4 cup		xx				xx
Grape Nut Flakes (G. F.)	11.75	1.22	77.28	104	1 cup		xx				xx
Huskies	9.53	1.1	81.17	106	1 cup		xx				xx
Mother's Oats (Quaker)*	17.2	5.6	65.1	100	1/3 cup		xxx			x	x
Posts' 40% Bran Flakes	11.18	1.72	74.84	102	2/3 cup		xx				xx
Post-O*	11.98	1.08	76.22	100	3 tblsp.	x	xxx				xx
Post Toasties	7.14	0.23	85.47	104	1 cup						
Puffed Rice (Quaker)	6.2	0.4	90.5	32	2/3 cup						
Puffed Wheat (Quaker)	16.4	1.5	76.7	31	2/3 cup						
Quaker Rolled Oats*	17.2	5.6	65.1	100	1/3 cup		xxx			x	x
Quick Quaker Oats*	17.2	5.6	65.1	100	1/3 cup		xxx			x	x
Quick Mother's Oats*	17.2	5.6	65.1	100	1/3 cup		xxx			x	x
Rice Flakes (Heinz)	7.1	0.2	83.2	105.2	1/6 cup		x				x
Rice Krispies (Kellogg's)	6.3	0.3	88.3	108	1 cup						
Shredded Wheat Biscuit (Kellogg's)	9.4	1.6	81.4	85.6	1 biscuit						
Shredded Wheat (Nat'l Biscuit)	10.59	2.78	76.45	106	1 biscuit	x	xx			x	x
Wheaties	11.20	1.80	77.70	105	1 cup		xx			xx	xx
Wheat Krispies	8.1	1.3	82.6	106	1/6 cup						
100% Whole Wheat Wheatworth Cereal (Nat'l Biscuit)*	12.11	2.41	71.62	100.8	1/8 cup	x	xx			x	x

* Quantities are given for uncooked cereal.

DESSERTS											
Product	Protein	Fat	Carbo- hydrate	Fuel Calories	per Serving	A	B	C	D	E	G
Apple Fig & Date Dessert (Heinz)	0.6	0.2	3.3	30	1/6 cup						x
Gelatin Dessert (Royal)	8.4		87.0	87.5	1/4 pkg.						
Jell-O	10.5	2.27	85.8	92.5	1/4 pkg.						
Kre-Mel Desserts	nil-1.2		93-97	53	1/4 pkg.						
Minute Tapioca Cream	0.40	0.10	88.	133	2/3 cup	*	x				x
Pineapple & Rice Pudding (Heinz)	0.3	0.6	10.3	34	1/6 cup			x			x
Prune Pudding (Heinz)	2.4	1.2	7.2	34	1/6 cup		x	x			xx
Butterscotch Pudding (Jell-O)			98.5	429	1/2 cup						
Butterscotch Pudding (Royal)	2.0	1.2	94.0	126.25	1/4 pkg.						
Chocolate Pudding (Royal)	3.4	4.7	80.0	120.75	1/4 pkg.						
Chocolate Pudding (Jell-O)		3.6	96.3	453	1/2 cup						
Vanilla Pudding (Jell-O)			98.7	429	1/2 cup						
Vanilla Pudding (Royal)	1.5		96.0	84	1/4 pkg.						

*Trace to x

The tables will be concluded in the March issue.



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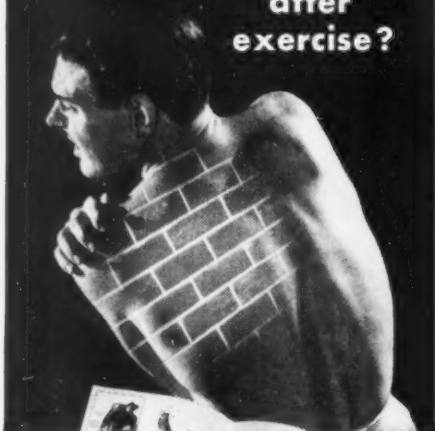
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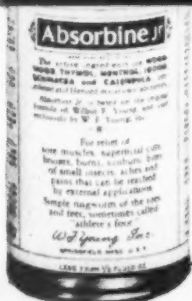
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Indoor Tennis Instruction

By Helen Driver

Helen Driver, director of women's physical education at the University of Buffalo, and author of the book, "Tennis for Teachers," describes a number of teaching devices for indoor tennis instruction.

THERE is no reason why the fundamentals of good tennis cannot be laid before the start of the outdoor season. Before launching her outdoor program, a far-sighted teacher will make certain her pupils are thoroughly schooled in the fundamental motor patterns. The groundwork for proper form may be built through a pre-season training period in the gymnasium.

Perhaps the first objective of the indoor program should be the limbering up and strengthening of the muscles used in tennis. Tennis is like basketball and track in that a participant without agility or endurance has small chance for success. Gymnastics of the Danish or modern Swedish type are excellent for flexibility. Shoulder joint circumduction, body rotation, knee and ankle exercises, and arm strengthening exercises (for girls) have also proven invaluable for tennis preparation.

The cramped-elbow type of swing, a common fault with beginners, may be eliminated by training the pupils in big arm movements. In conjunction with her instruction on grips, the coach may build up wrist and finger strength through exercises with the tennis racquet. There are a number of excellent exercises. The girl may bounce the ball on the floor with the racquet 100 times in succession. Or she may juggle the ball in the air, turning the racquet each time so that the ball is hit on alternating sides (of the racquet). For general warming up and training purposes, shadow drills are splendid. The pupils, without opposition, go through the actions of running for a forehand drive, jumping for a smash, moving back for a backhand, serving an ace, etc.

To motivate the training period, it is advisable to set up tangible goals in the form of tennis achievement tests. For indoor work, two types are suggested: target tests and wall rallying tests. For the target tests, outline a rectangle four feet long and three feet high on the wall about six inches above the net line (this should be 3 ft. 6 in. above the floor level, a compromise between the highest and lowest points

of the net). The target may be outlined on the wall with either chalk, adhesive tape or even strips of crepe paper, attached by means of scotch tape.

The tests may be set up on the basis of 10 trials per student. From behind a 25-foot line, the student aims her quota of forehand and backhand drives at the rectangle. It is advisable to include one test in which the ball is allowed to bounce before it is hit. In another test on the forehand, the ball should be hit on the fly.

For this test, the girl should stand with her left side facing the backboard, and should drop the ball opposite the left knee. She hits it in mid-air, much in the fashion of the sidearm badminton serve. This type of stroke is used so much by a player in retrieving the ball for the server and in setting up the ball for friendly rallying, that the beginner should learn this volley-drive or utility stroke at the start of her tennis course. In the backhand test, a bounce should be used as there is little use for a volley-drive on the backhand side.

For the service target test, the student should stand back of a line 39 feet away from the target. From this point, any hits would constitute good serves on the regular court, provided the correct form is used.

In scoring these tests, 50 percent, or five hits out of ten, is satisfactory to set as a goal.

Rallying tests

Rallying tests are excellent for developing footwork, concentration on the ball, and ability to connect squarely with it. A beginner will learn more in 15 minutes of practice against the backboard than in an hour's time with a friend on a court. She will be able to hit many more balls, for the backboard sends the ball back more efficiently and quickly than any opponent.

Three rallying tests are suggested. First, a forehand rally with the student staying at least 10 feet back. She is supposed to take the ball on one bounce and drive it directly at the backboard. Her score is arrived at by counting the number of times the ball hits the backboard above the net line. The count automatically ceases when she fails to return the ball after one bounce or hits below the net line.

Second, is the backhand rally test,

which is similar to the preceding test except that the ball must be started and then played continuously from the backhand side. The third test is the forehand-backhand sequence. The ball is started with a forehand and must be hit alternately with the backhand and forehand strokes. The player misses when she fails to alternate the strokes. Thus, if she hits a forehand, a backhand and then two forehands, her score would be 3.

How to get rhythm

To aid pupils attain the rhythm of the serve, the teacher will find the six-count pattern very helpful. The beginner first learns the simple rhythm of the serve, that is, (1) racquet swings back, (2) ball is tossed, and (3) ball is hit. When this simple timing is mastered, the mechanics of the serve may be smoothed out by using the six-count pattern, or two measures of slow waltz rhythm. The breakdown for the rhythmic pattern follows:

Nos. 1, 2: racquet swings back.
No. 2: ball toss is started.

No. 3: racquet drops down into the loop behind the shoulders while the ball has attained its height.

No. 4: racquet swings upward to meet the ball which has just started to drop.

Nos. 5, 6: racquet and body follow through forward and the racquet finishes its circle on the left side of the body.

If a victrola or piano is available, a musical accompaniment will help the pupil pick up the rhythm needed for a good-form serve. The pupil will frequently learn a good ball toss (which should carry the ball at least four feet above the head) quicker this way than by any other method. A strongly accented slow waltz, such as "Three O'Clock in the Morning" or "Let Me Call You Sweetheart," is best suited for the purpose.

Organization of group instruction in the early spring often entails extensive indoor work. Where a good-sized gymnasium, with adequate wall space for backboard practice is available, the problem of class organization is not difficult. The principal objective of the teacher should be to provide adequate activity for all.

The first five or ten minutes of each period should be devoted to strenuous gymnastics, including general warming up, shoulder and trunk flexibility, leg strengthening

(Concluded on page 34)

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Football Rules Changes

National Federation

THE National Federation Interscholastic Football Committee wrote five changes into the 1940 book at its annual meeting in Chicago on January 5 and 6. Several other proposals were rejected to permit further study and experimentation. The important actions relative to the rules for 1940 and comments by H. V. Porter, secretary of the committee, follow:

1. The intermission between halves will be 18 minutes instead of 15. Teams will be required to appear on the field at the end of 15 minutes so that the extra three minutes may be used for warming up.

2. The penalty for any foul which occurs on a rushing play (no kick or pass) will be invoked either from the spot of the foul or where the ball is dead. The offended team will have the option of choosing the spot. The only exception will be when the foul occurred in advance of where the ball is dead, in which case enforcement will be from that spot.

The Editorial Committee has authority to make slight modifications. It might be possible to eliminate the necessity of options by definitely stating which of the two spots will be most advantageous in a given group of situations.

3. On an illegal shift, the referee will be instructed to blow the ball dead as soon as he observes the infraction. Thus there can be no declaration of a penalty for this foul. The change is designed to eliminate the waste action which often followed such a foul under the old rules.

4. A slight change was made in the rule which deals with the touching of a forward pass by a second eligible player. The new rule makes it legal for two eligible receivers of the offensive team to touch a forward pass before a defensive player has touched it.

5. The rules relative to any incompleteness or interference in the opponents' end zone are to be brought into harmony so that the spot of enforcement will be the same in each case. On first, second or third down, the penalty for a pass which is grounded in the end zone, or for a pass which is touched by an ineligible player in the end zone, or for interference by the passing team in the end zone, will in each case be enforced from the spot of the snap. If any of these vio-

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lations occur on fourth down, it will result in a touchback.

A slight supplementary change was also made so that when an ineligible player touches a forward pass, the ball is not dead as soon as it is touched. It will continue in play until the down ends in the regular manner. This makes it possible for Team B to intercept a pass after it has been touched by an ineligible player. If the pass touches the ground following the illegal touching, it will then become an incompleteness as in the past.

Under the new rule, the touching of a forward pass by an ineligible player merely becomes a form of pass interference and it will be so listed. Consequently, there is no longer any need to make a distinction between a minor and a major incompleteness. Hence, these terms will be dropped.

The committee recommended continued experimentation on the following proposals: (1) Allow any number of forward passes during a down provided they are started from behind the line. (2) Authorize the referee to blow the ball dead if a foul under his jurisdiction occurs during the snap. (This applies to such fouls as backs in motion.)

The rules which need to be modified for the six-man game will be inserted in the six-man section of the rules book. The length of periods and the duties of the officials are to be the same as for regulation football.

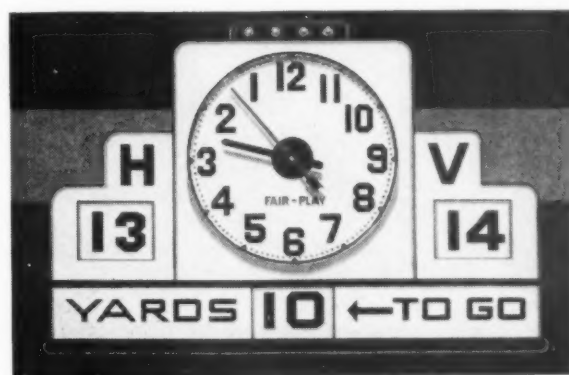
National Collegiate

ALTHOUGH there had been some talk about returning the goal posts to the end line, the football rules committee of the National Collegiate Athletic Association turned a deaf ear to all proposals concerning the goal posts at their annual three-day conclave in Palm Springs (Calif.) on January 2, 3 and 4. So perished the hopes many coaches had harbored for a renaissance of field goal kicking, at least for another year.

As far as the committee is concerned, the game is all right just the way it is; and they refused to indulge in any major operations on the rules. The sum total of their efforts were four minor rules changes and two clarifications, none of which will change the complexion of the game.

Seeking to encourage short forward passes behind the line of scrimmage, the group reduced further the penalty when the ball

(Concluded on page 40)



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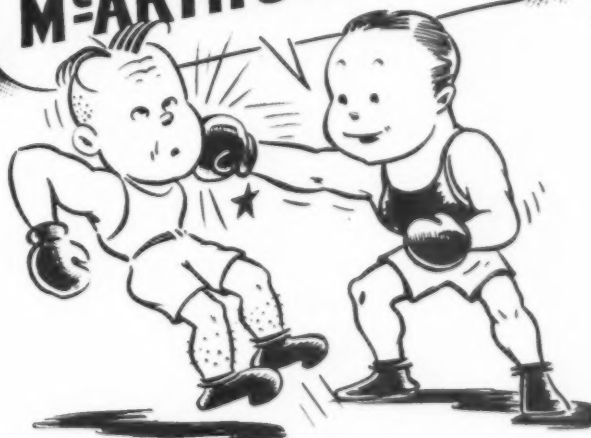
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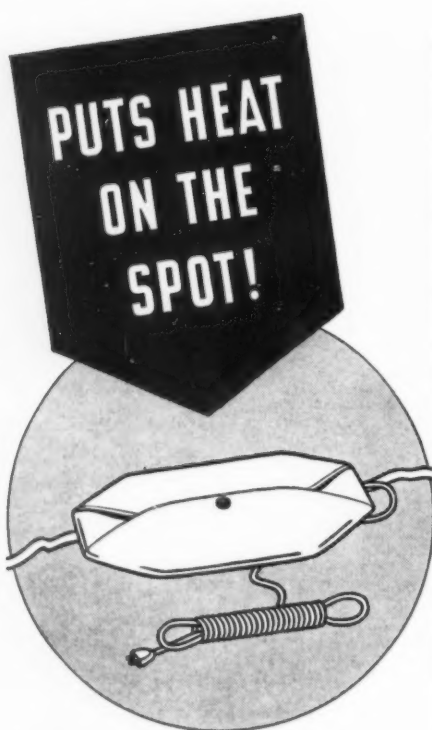
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A Girls' Team Attack

(Continued from page 13)

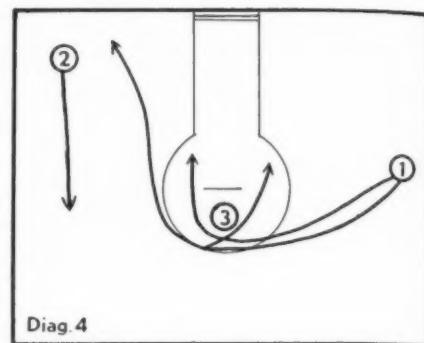
her guard with her. When 2 gets down far enough, she changes direction sharply and falls in behind 3, who turns and flips her the ball. The only thing left for X2 to do is to drop in behind X3. This enables 3 to screen off the defensive players and give 2 an unobstructed shot over 3's head. The screening player usually turns toward the shooter as she passes the ball to her, being careful to avoid any semblance of personal contact with the guard.

The fast break style of offense is not as effective in girls basketball as it is in the boys game. Since the guards must always play in defensive territory, it is difficult for the forwards to get the jump on them with a fast break.

This type of attack requires the services of at least one expert passer among the guards. The average player cannot throw an accurate full-court pass. She may have to make a secondary pass to an upcourt guard before the ball can be dispatched to the fast breakers.

In the slow break, a more leisurely type of ball-handling is employed. The players pass the ball among themselves until one of them sees an opportunity to break for the basket. The forwards may weave in and out beyond the foul circle, go into the corners, turn out and fit into the passwork.

A formation offering several possibilities for freeing a player is



shown in **Diag. 4**. Two forwards, 1 and 2, deploy in corner positions while the third forward, 3, controls the ball in the region of the free-throw line. 1 and 2 venture out from time to time and work around the girl on the pivot line. They may use a natural screen play or a sharp change of direction. If the opportunity presents itself, 3 may pivot and bounce in for a short shot.

If the cutting forward finds it impossible to get free for a shot, she continues around to the opposite corner. In the meantime, 2 has been trying the same options from her corner and is now located in 1's original position. Care must be exercised to see that 1 and 2 do not cut toward the passer at the same time, permitting the guards to concentrate in the vital areas. No. 3, to avoid violating the three-second rule, must pass the ball to 1 or 2 and receive an immediate return pass.

Indoor Tennis Instruction

(Continued from page 31)

and agility. The students may then be assigned to relay lines to take turns at practicing against the targets.

It is advisable in teaching a group how to stroke across the net to devote several special periods for this purpose. By stringing a net across the entire width of the gym, it is possible for five or six couples to rally at one time. Each pair should have at least 15 feet of elbow room, and no player should be allowed to move into her neighbor's territory.

For serving practice, as many as eight or ten players may serve from one end. Each girl needs only a few feet of space. The instructor should take pains to see that students with glasses should wear guards over

them, or be kept out of the way of flying balls.

It is possible to get in some intensive work with this scheme. During a practice period, a class of 32 pupils may be rotated in groups of eight so that each player will get a chance to hit at least 20 serves and to rally with a partner for three or four minutes. Waiting groups may help in the coaching or make themselves useful by serving as ball boys. Hence, there is no inactivity.

In some schools, the girls must prove their ability in the three fundamental strokes indoors before they are allowed on the outdoor courts. The emphasis is placed on good form. It is the teacher's job to arouse interest in good form.

Play Ball

(Continued from page 14)

planned in advance, there is nothing to disrupt the smooth course of the tournament as it advances to a smashing climax on the last day.

Although the competition in itself is incentive enough to spur the boys to their best efforts, there are many excellent prizes to make the tournament doubly attractive. First, there is a revolving trophy, a beautiful 30-inch silver cup which goes to the winning team. Outright possession may be obtained by winning the tournament three times. San Diego, 1939 champions, had the honor of retiring the first cup, having won previous titles in 1934 and 1936.

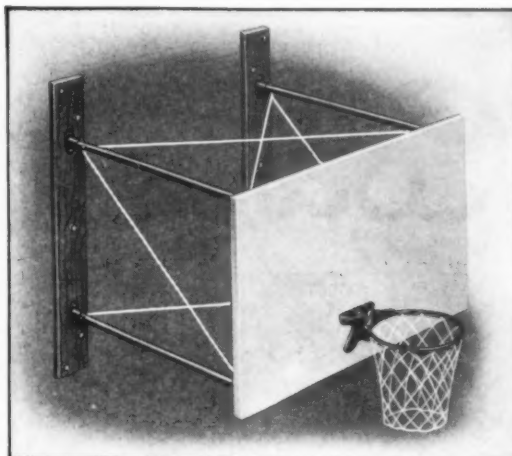
In addition to winning a leg on the big trophy, the victors each year are also rewarded with a championship trophy which they may keep. Other awards go to: the runner-up, the winner of the consolation round, the coach of the championship team, the winning coach in the consolation round, and the all-star team (nine gold baseballs).

Individual awards

Individual awards are given to the boys making the most home runs, most hits, most stolen bases, most strikeouts, most runs batted in, and most sportsmanlike player. Individual medals are also awarded to the members of the championship team. Certificates of merit are mailed to all players chosen for the first, second and third all-star teams. The beauty of it all is that the prizes cost the tournament sponsors nothing! All the awards are donated by individuals or business houses interested in the promotion of athletics among high school students.

This tournament has accomplished even more than was originally anticipated by its founders and sponsors. It has increased both interest and participation in baseball. It not only gives the boys a good pre-Easter workout, but it helps the coaches in selecting their varsity, since the tournament is played under normal competitive conditions before the opening of the season.

More important still is the fact that the tournament brings together a large group of boys in a clean, healthful outdoor game, where good sportsmanship prevails and where the boys can meet and enjoy the friendship of boys from other communities. Finally, the tournament gives the boys a real interest in baseball, which may be carried over into later life both as a form of exercise and a hobby.



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If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

Shadow-of-the-ax story. Jim Crowley, Fordham football coach, and Eskey Clark, the Lafayette athletic director, were talking about this and that at a recent luncheon. "Have you noticed, Jim," Eskey asked, "how often a team goes undefeated the year it gets a new coach?"

"No, I haven't," said Crowley, "but I've often noticed that a team never goes undefeated the last year it has an old coach."

No sweeter compliment was ever paid to a golfer than the one our efficient secretary paid—unwittingly—to the fellow who does the illustrating for the Ben Thomson articles appearing currently in *Scholastic Coach*. Our secretary walked into the office and happened to glance down at our desk, upon which a copy of *Scholastic Coach* was lying, opened to the latest Thomson article. She scrutinized the pictures and then remarked in an annoying tone of voice, "Why doesn't he look up some time and let us see his face?"

Another one of those odd ones cropped up in Ohio recently. New Knoxville shaded Buckland 2-0. The points were made on a field goal at the opening of the second quarter. It is reported that only eight shots were taken, five by New Knoxville. No personal fouls were called during the entire game and only four jump balls. After the tip-off Buckland took one look at the New Knoxville zone and proceeded to "freeze" the ball for the whole period. Their own zone was almost equally effective.

Basketeers down in Hot Springs, N. C., however, don't believe in sitting out the indoor season. The fire department really got hot in handing the local CCC team a 144-51 drubbing. During the 48-minute game, Bill Collins, a forward, poured in 80 points, which must be a new high.

Add Service Department. During the 15 years that C. Leo Redmond has been coach at Muskegon, Mich., his football teams have won 101 games, tied 10, and lost only 14. In the last 12 years the Wildcats of Ocala, Fla., have won 91 of 131 scheduled games. In doing so, the boys have piled up nearly 3,000 points for Coach Jack Smith.

Coach Frank Colucci, McKinley High School, Flint, Mich., reports the following as the prize officiating boner of the year.

"With the score 7-6 against it, Team A is attempting point after touchdown. Player of Team B substitutes after play has started. There are 12 men on the field when the kick is attempted and missed. Team A claims a penalty and another try. The referee says that the penalty will be enforced after the next kick-off. Team A receives and clips on the play. The referee penalizes Team A 15 yards for clipping and then backs up five in order to penalize Team B for having had 12 men on the field on the previous try for point. Final score: Team A, 12; Team B, 13." Schuler, were you there?

Coach Clarence Bartholomew, Merchantville, N. J., reports a human interest story that he picked up watching the South Jersey All-Stars battling one another at Collingswood on December 9.

"Hoster, an end from the Haddonfield team, having dressed for the game, went out on the field for a warm-up. He soon noticed that there was something wrong with his right heel and came back into the dressing room. He decided his cleats were to blame, and had new ones put on. He started the game, but found his heel steadily getting worse. Soon he had to be taken off the field, limping. He then decided to put a piece of sponge rubber in his shoe. The trainer cut a piece and gave it to him. Hoster unlaced his shoe, took it off and there in the heel lay an ankle wrap all rolled up. He had put it in his shoe the day before and had forgotten about it."

Leroy, Ill., hadn't won a home game in three years until it stopped Carlock 21-19 about a month ago, just in time for a Christmas celebration.

In regard to the "Old Abes" of Eau Claire, Wis. They inherited this name from an old eagle which was mascot of an army company in the vicinity of Eau Claire during the Civil War. The eagle was captured by this company and kept as a mascot. We expected to hear from Mark Almli on this, but are indebted instead to Arthur E. Jones, director of physical education at Farmingham, Mass.

Here is more news from the Big Boy—Little Runt front. From the number of entries it looks as if we may have to compromise by picking sectional winners rather than by nominating national champions. We didn't know there was so much football beef in America.

From Coach Bill Leidholdt, Minot, N. D., comes word of an all-state tackle, Fred Quackenbush, who weighs a mere 256 pounds. Since he is only a junior, he has a chance to enter next year's beef derby.

"Rock of Gibraltar" is the nickname bestowed by the players at Norwich, Conn., Free Academy upon Albert Levitt, their 270-pound center. Coach Howard B. Dickenman, however, admits there may be bigger specimens in other fellows' orchards.

Clearwater, Kan., with a total enrollment of 118 students, 21 of whom play football, has a candidate for the midget as well as for the giant division. Freshman Dwight Cowan, at thirteen, weighs slightly under 90 pounds. One of the sophomore guards hits the beam at 265, is six feet tall, wears size 48 pants, size 11½ shoes, and with all that impedimenta his coach, Harold Stover, claims he can run. (Is this the Stover at Yale that Owen Johnson used to write about?)

We move back into the corn and beef country now for a couple of boys whose growth hasn't been stunted any by the depression. Brazil, Ind., presents George Schmaltz, a 280-pound junior. His coach, Harry Sockler, who

has watched him gain 20 pounds since he has been in high school, expects him to put on more weight this winter.

Coach Stanley B. Sutton's prize package is Bill Gee, who played right tackle on the George School, Pa., team and is now wrestling. Bill weighed 271½ pounds when he entered school last fall and stood six feet two and one-fifth inches tall.

That's small fry compared to Coach Cliff Robert's candidate for Frankenstein honors. His Lawrenceville, Ill., Township High School team last fall had a boy, Jim Crow, who towered six feet six inches into the air and weighed 281 pounds.

And now the winnah! Introduced by Coach B. P. Sullivan, Industry, Ill. "We have the answer to your question—Robert Mercer, Littleton, Ill., who attends our school, plays tackle on our football team, weighing in at 292 pounds stripped. He is six feet two inches tall, wears size thirteen shoes, and believe it or not can really move across the field in a hurry!"

(And anybody who claims that he has a boy over 300 pounds just can't be telling the truth!)

And here's Texas just this once bragging about lack of size. The hero of the piece is Quarterback Buck Smith of Grand Prairie, who packs 92 pounds of dynamite in every step he takes, according to Coach Tom Pruett.

Adair, Iowa, boasts a junior half-back who weighs 96 pounds. Coach Tate, however, is more concerned about the record his players hung up last season. In every one of their eight games, the boys managed to fumble inside the 10-yard line.

Another Iowan, Coach R. E. Layman of Linn Grove, doesn't have the smallest player in the nation, but he thinks that he does have the smallest team.

"My regular quarterback, Dar Lewis, weighs 104. He is a good kicker, passer and ball-carrier. In one game he had 10 of 11 opponents hit him on one play, but none could hold him. He was finally run out of bounds. We were playing against Peterson, Iowa, when their 208-pound fullback came through the line and ran through everyone except Lewis. The kid dumped him with a neat tackle around the knees. The backfield is composed of Ping, 125-pound blocking-back; Wertz, 135-pound full-back; Patterson, 135-pound left half-back, and Lewis. In front of this 127¼-pound backfield is a line that averages 141 pounds."

Since everybody seems to be handing out something - or - other - of - the - year bouquets these days, we hereby bestow upon U.S.C. the title of "streak-breakers" of the year. In football, the Trojans broke a 23-game Tennessee winning streak, and in basketball they put an end to an L.I.U. 47-game unbroken skein.

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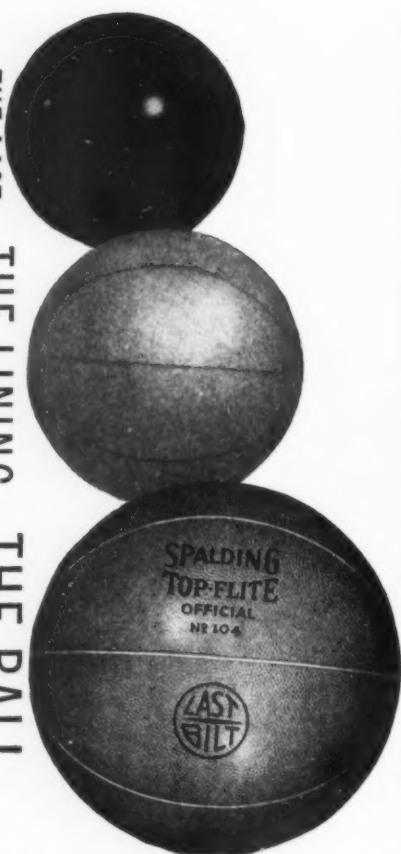
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New Book

BASKETBALL. By Clair Bee. Pp. 100. Illustrated—diagrams. New York: Townsend Publishing Co. \$1.

CLAIR BEE is the man who led Long Island University out of the athletic wilderness. L.I.U. was still in swaddling clothes when Bee came along in 1931 to give it a football team. His first team was a notable success, winning six of its seven games. But the depression sneaked up on L.I.U. the following year and ran the football team out of bounds. So Mr. Bee swapped his football portfolio for a basketball one. In no time at all, the Brooklyn boys were mingling with the Stanfords and Michigans.

Today, L.I.U. is one of the great powers in the basketball world. Led by the human dynamo that is Coach Bee, the Blackbirds have compiled a record that is almost incredible. In the past six years, or since they started playing major league schedules, the Bee-men have won 149 games and lost only ten, for an amazing average of .931! What is more, they have averaged over 50 points per game in compiling it.

Basketball is the generalissimo's answer to the many requests he has received for an outline of the methods he employs in his coaching. It is not so much a full-fledged volume as it is a manual. It is 8½ by 5½ in. in size with a plastic binding and a soft cover.

Because of its size, the manual cannot go into anything in too great detail. But Bee has made the book as practical as possible, cramming an astonishing amount of facts and information into 100 pages. A thorough-going individual, Bee covers every possible phase of the game. He touches briefly on such coaching aids as training, signals, scouting, game tactics, and related subjects; and then takes up in somewhat greater detail such fundamentals as the long or "set" shot, ball-handling and dribbling. L.I.U. teams are famous for their prolific shooting eyes, and Bee naturally gives a complete exposition on his own style of shooting.

The remaining two-thirds of the book are devoted almost *in toto* to diagrams. As part of his discussion on individual offense, Bee diagrams 20 two and three man plays, which alone are worth the price of the book.

Following these more or less individual maneuvers, the author diagrams several exceptionally good held ball plays, three center tap plays and five out-of-bounds plays. The remaining diagrams in this section outline the various methods of quick breaking and attacking the man-to-man and zone defenses. Bee then describes his own offense and defense, using diagrams to illustrate the fundamental movements. A practice outline and diagrams of 20 splendid drills complete the text.

All in all the book contains 79 diagrams which every coach, beginner or otherwise, will be able to adapt to his own system. For a dollar the reader can't go wrong.

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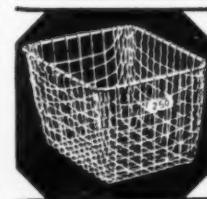


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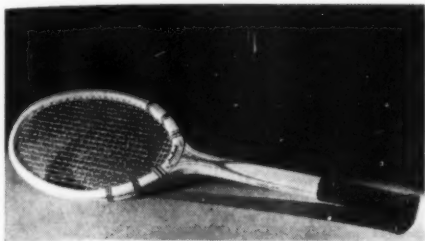
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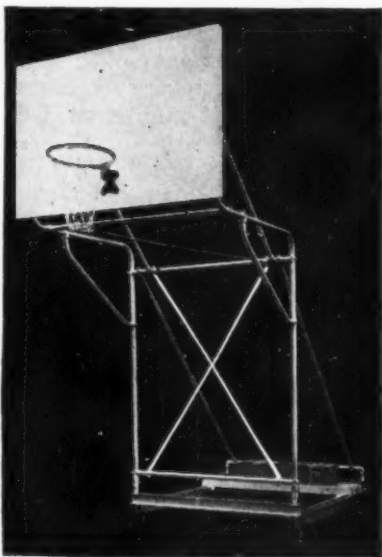
Sports Goggles

L. E. Means and Dr. D. T. Ryan's "Safe-Play Goggles" will enable football players with vision handicaps to play with perfect confidence and maximum efficiency. It is the only rubber goggle in the field which has been designed expressly for football. The lens are non-breakable and afford the maximum split-vision power, protecting the player from all kinds of abuse and injury. After the football season, the lens may be transferred to special frames and used for basketball.

Baseball Target

The "Yankee Baseball Target" is a sheet of stout canvas with the likeness of a life size catcher printed on it. By backing it with a mat and hanging it on a wall, the coach or physical education teacher may create a fascinating throwing game. The idea is to pitch the ball into the strike area, marked off by a red outlined rectangle. The target is brightly printed in red and blue on a white background.

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ON PAGE 40 OPPOSITE THIS SPAGE ARE
OTHER LISTINGS AND FORM FOR SIGNATURE

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Football Rules

(Continued from page 33)

strikes an ineligible player. The penalty will now be merely loss of the down. However, if the passer, trapped and striving to save himself from being thrown for a loss, throws the ball and it touches an ineligible receiver behind the line, the penalty will be loss of the down and 15 yards, as in the case of an intentionally grounded pass.

The penalty for a pass touching an ineligible receiver *beyond* the scrimmage line remains the same, 15 yards and loss of the down.

The second change concerns the rule for roughing a passer. In the future the penalty for roughing a passer will be enforced from the spot of the previous down. In the past, where a pass was completed or intercepted, the penalty was enforced from the spot of the foul, which often made it necessary for the offended team to refuse the penalty.

Cleats again changed

To speed up the game, the committee reduced from 30 to 25 seconds the time allowed for putting the ball in play. Many men believe this will lead to the gradual elimination of the huddle, but this remains to be seen.

The fourth, and final revision revolves around the cleat problem. The committee specified that the points of conical cleats be three-eighths of an inch instead of one-half inch, and that the point head must be parallel with the base. No material was specified, but the committee said it was watching with interest manufacturers' experiments with rubber and impregnated canvas.

Fatalities drop

In his annual report to the national association of football coaches, Dr. Floyd R. Eastwood of the University of Purdue reported a drop of 25 percent in football fatalities during the past year, and a decline of 63 percent since 1931.

Dr. Eastwood reported 12 fatalities on the nation's high school and college gridirons in 1939, and six other deaths which were indirectly attributed to the game, including heart attack or infection.

Head injuries resulting from incorrect technique in tackling were the most common cause of death this year, while fatalities indirectly due to football most frequently resulted from heart trouble.

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(See page 39 for other listings)

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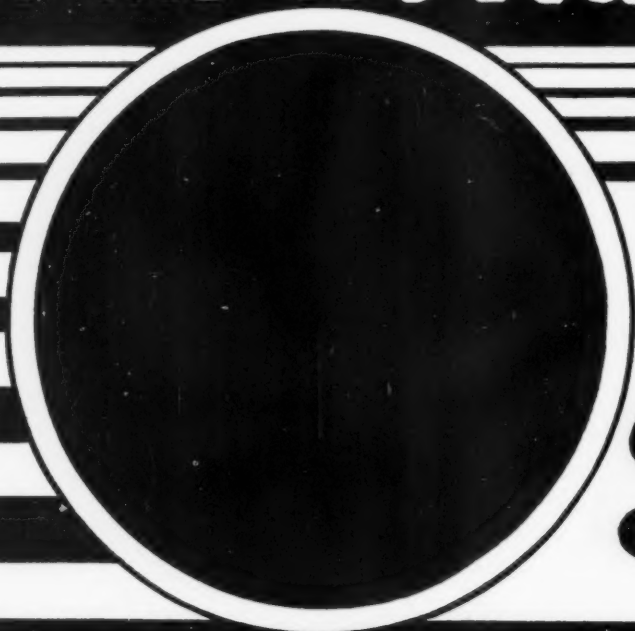
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